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ABSTRACT

This document outlines the major features and achievements of the Australian vocational education and training system in 1996 and provides some illustrative examples of specific initiatives undertaken by states, territories, and the Commonwealth. Among the major achievements detailed in the report are the following: (1) for students--35,000 more places in vocational education and training, agreement to expand vocational education and training into schools with links to apprenticeship programs, more flexible delivery of training, development of strategies to redress barriers and inequitable outcomes for specific client groups, and piloting projects in several areas; (2) for employers--simpler processes for developing skills and a more flexible national training system, increased quality and relevance of employment-based training, and increased resources to finance growth in traineeships; and (3) for providers--increases in flexible delivery options, promotion of best practices, increased public funding, and reduced regulation and a focus on guaranteeing outputs. In summary, the achievements can be considered in terms of greater responsiveness, enhanced quality, improved accessibility, and increased efficiency. Financial information is included in the report. (KC)

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ED 420 757

ANNUAL NATIONAL REPORT

1996

VOLUME ONE

1

NATIONAL OVERVIEW

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AUSTRALIA'S VOCATIONAL EDUCATION & TRAINING SYSTEM

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Cover photographs: (clockwise from top left) Ciaran M^{c}Assey, SA, 1996 Trainee of the Year; Ella Wright, Tas, 1996 Apprentice of the Year; Guy Doyle, Tas, 1996 Vocational Education Student of the Year; Michelle Simms, WA, 1996 Aboriginal and Torres Strait Islander Student of the Year.

ANNUAL NATIONAL REPORT

1996

AUSTRALIA'S VOCATIONAL EDUCATION & TRAINING SYSTEM VOLUME 1

NATIONAL OVERVIEW

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INTRODUCTION

The last few years in the vocational education and training sector have been a time of great change. 1996, in particular, saw the development and agreement of major reforms to the way the system works. These reforms are aimed at simplifying training processes and reducing regulation, while maintaining a high quality training system. The purpose of these changes is to increase flexibility in the provision of training so that the needs of industry and individuals can be better met.

Significant changes are being introduced to the way in which skills are developed, the way in which skills are recognised and assessed, and arrangements for regulation and quality assurance of the training system.

This report on the vocational education and training system in 1996 is in three parts[1]:

- **Volume 1** outlines the major features and achievements of the Australian vocational education and training system nationally and provides some illustrative examples of specific initiatives undertaken by States, Territories and the Commonwealth.
- **Volume 2** contains a chapter from each State, Territory and the Commonwealth on their full range of achievements in 1996 against the National Strategy themes.
- **Volume 3** contains detailed information on the performance and characteristics of the vocational education and training system.

Mr Tom Quinn, General Manager of the Bundaberg Area Community Apprenticeship and Training Scheme (BACAS), winner of the 1996 ANTA Board Award, with members of his staff.

[1] This report provides information about Australia's vocational education and training system. Information about ANTA (the Australian National Training Authority) is provided in the ANTA Annual Performance Report.

In 1996, all stakeholders in the vocational education and training system made a significant contribution to increasing the responsiveness, quality, accessibility and efficiency of the system. Stakeholders involved in the work include industry, employer associations, unions, training providers, State, Territory and Commonwealth governments and vocational education and training authorities.

ACHIEVEMENTS

The major achievements in 1996 detailed in this report were:

For Students

- $70 million available for 35,000 more places in vocational education and training for school leavers, those in the workforce and those seeking to enter it
- Agreement to expand vocational education and training into schools which links to apprenticeship and traineeship programs and the release of a kit on vocational education and training options for schools
- More training meeting industry standards with improved training outcomes
- Substantial traineeship growth to a level of 44,000 supported by additional Commonwealth funding of over $22 million
- $7 million to pilot a range of User Choice arrangements for apprentices and trainees and agreement by Ministers to a User Choice Policy that will link to implementation of the New Apprenticeships System
- More flexible delivery of training and agreement by Ministers to National Principles for flexible delivery
- Piloting of the Frontline Management Development Kit
- Additional funding available to improve training participation and outcomes for people from groups under-represented in vocational education and training
- Development of strategies to redress barriers and inequitable outcomes for specific client groups
- $358 million available for capital projects across the vocational education and training system
- Recognition of high achievers through State and National Training Awards
- Development of Principles for Quality in vocational education and training so that students become better informed about the quality of programs and services they can expect to receive

For Employers

- Simpler processes for developing and recognising skills and a more simplified and flexible National Training System
- Increased quality and relevance of employment-based training through the initial implementation of a New Apprenticeships System
- More flexible approach to delivery of training
- Increased resources to finance significant growth in traineeship training
- More appropriate arrangements through which industry provides advice on training priorities and improved support to assist industry to maintain strategic advisory services
- Piloting of User Choice for employers of apprentices and trainees and agreement by Ministers to a User Choice Policy

- Increase in quality and responsiveness of training products and services through increased competition between providers and an increase in contestable funding for training
- Consideration of vocational education and training issues for Small Business
- More training meeting industry needs through endorsed standards, which now cover 78% of the workforce, for incorporation into National Training Packages
- Recognition of employer achievement through State and National Training Awards
- Expansion of Group Training to broker training arrangements between clients and providers for industry

For Providers

- Increased investment in flexible delivery options to facilitate provider responsiveness to clients
- Greater recognition of best practice with the introduction of a new National Training Award for Training Provider of the Year
- Introduction of the Demonstrating Best Practice in Vocational Education and Training project to encourage continuous improvement
- Piloting of User Choice for apprentices and trainees
- $108 million of public funding used to purchase places on a contestable basis
- 2,507 providers registered
- Reduced regulation and a focus on guaranteeing outputs

PRIORITY DIRECTIONS FOR 1997

At their July 1996 meeting, Ministers agreed on the following priority directions for 1997:

- delivers more apprenticeship and traineeship training;
- is responsive to and accessible by small and medium enterprises;
- fosters labour mobility throughout the Australian economy;
- gives business a key role in leadership and provides training relevant to business;
- has devolved administrative and delivery mechanisms to ensure responsiveness to clients;
- is more efficient through the use of flexible and competitive delivery arrangements; and
- has regard to the principles of access and equity.

Dr David Kemp, Minister for Schools, Vocational Education and Training, with finalists from the 1996 Australian Training Awards.

Business Studies students using the latest information technology

HOW THE VOCATIONAL EDUCATION AND TRAINING SYSTEM WORKS

The national vocational education and training system is a co-operative arrangement between the Commonwealth, State and Territory governments, industry and Industry Training Advisory Bodies (ITABs), private and public training providers and other stakeholders. This co-operation is directed towards achieving a world-class training system responsive to all clients and their training needs.

Publicly-provided vocational education and training is a large employer of both teaching and non-teaching staff. In 1995, over 113,000 persons were employed. This equates to approximately 46,000 effective full-time staff because of the high number of part-time specialist teaching staff.[1] The number of non-teaching staff has increased every year from 1992 to 1995. Both full-time and part-time teaching staff increased between 1992 and 1993 and is reported to have reduced every year since. It is not possible at this stage to ascertain whether this reduction is the result of provider exclusions, a fall in teaching staff or poor data quality.

The full-time equivalent (FTE) TAFE teaching staff between 1989 and 1995 have also been analysed. FTE figures have been used due to the problems associated in counting the number of part-time staff. The figures indicate that FTE staff within TAFE providers increased rapidly between 1989 and 1993, but appear to have declined marginally thereafter. There has also been a general shift towards part-time staff, with part-time staff representing 21% of total FTE staff in 1989, rising to 27% in 1995.

The Australian National Training Authority (ANTA) draws on the input and needs of the stakeholders in the national vocational education and training system and provides the impetus and framework for national strategic direction and co-ordination. In 1996, the key planning mechanisms for the national vocational education and training system were the National Strategy, Industry Vocational Education and Training Plans and State and Territory Training Profiles.

ANTA was established under the Australian National Training Authority Act 1992, following an agreement by Heads of Government to establish a national focus for vocational education and training, with strong industry input. This agreement is otherwise known as the ANTA Agreement.

The Authority is run by an industry-led Board which advises, and is responsible to, a Ministerial Council, comprising the relevant Commonwealth, State and Territory Ministers.

[1] While there is some concern about the quality of the 1995 data, no 1996 data has been collected by the National Centre for Vocational Education Research.

In 1996, the Ministerial Council comprised:

Commonwealth
The Hon Simon Crean, MP, Minister for Employment, Education and Training (Chair, until March 1996)

Senator the Hon Amanda Vanstone, Minister for Employment, Education, Training and Youth Affairs (Chair, from March 1996)

The Hon Ross Free, MP, Minister for Schools, Vocational Education and Training (until March 1996)

The Hon Dr David Kemp, MP, Minister for Schools, Vocational Education and Training (from March 1996)

New South Wales
The Hon John Aquilina, MP, Minister for Education and Training

Victoria
The Hon Haddon Storey, QC, MLC, Minister for Tertiary Education and Training (until March 1996)

The Hon Phil Honeywood, MLA, Minister for Tertiary Education and Training (from March 1996)

Queensland
The Hon Wendy Edmond, MLA, Minister for Employmen., Training and Industrial Relations (until March 1996)

The Hon Santo Santoro, MLA, Minister for Training and Industrial Relations (from March 1996)

Western Australia
The Hon Norman Moore, MLC, Minister for Employment and Training

South Australia
The Hon Dr Bob Such, MP, Minister for Employment, Training and Further Education

Tasmania
The Hon John Beswick, MHA, Minister for Industrial Relations and Training (until March 1996)

The Hon Sue Napier, MHA, Minister for Education and Vocational Training (from March 1996)

Australian Capital Territory
The Hon Bill Stefaniak, MLA, Minister for Education and Training

Northern Territory
The Hon Steve Hatton, MLA, Minister for Education and Training (until June 1996)

The Hon Fred Finch, MLA, Minister for Education and Training (from June 1996)

For the period January to December 1996 membership of the ANTA Board comprised:

- Mr Stuart Hornery, AO, (Chair) Chairman, Lend Lease Corporation Pty Ltd
- Mr Bill Mansfield, (Deputy Chair), Assistant Secretary, Australian Council of Trade Unions
- Mr Geoff Ashton, former Managing Director, Clyde Industries
- Ms Stella Axarlis, Managing Director, Bilcon Engineering Pty Ltd
- Mrs Jenny Rixon, Managing Director, Rixon Clothing Pty Ltd

The Chair of the National Training Framework Committee (formerly the Standards and Curriculum Council) attends all meetings of the Board in an ex officio capacity:

- Ms Cherry Cole, Principle Employee Relations Adviser, Telstra (until September 1996)
- Mr Mark Paterson, Chief Executive, Australian Chamber of Commerce & Industry (from October 1996)

REVIEW OF THE ANTA AGREEMENT

Paragraph 40 of the ANTA agreement (reproduced in the schedule to the ANTA Act 1992), provides that the Agreement should be reviewed before the end of 1995. In May 1995 the Prime Minister commenced the process by writing to Premiers and Chief Ministers to incorporate their views on Terms of Reference for the Review. The Terms of Reference focused the Review on whether the objectives of the Agreement had been met and the extent to which the various elements of the Agreement had contributed to meeting those objectives.

Rae Taylor, previous Chair of the National Centre for Vocational Education Research and former head of the Department of Industrial Relations and Australia Post, was appointed to head the Review. After releasing an issues paper, the Review team conducted extensive rounds of consultations with all stakeholders. Submissions were invited.

The report of the Review was completed in late February 1996, and was released following the election of the new Commonwealth Government in March.

The report concluded that there had been progress on a wide range of issues under the ANTA arrangements in a comparatively short period, but much remained to be done. The report came up with 23 Recommendations, arranged under five main headings:

- **Better management and clearer roles,** including the roles of key bodies in the national vocational education and training system.
- **Funding achievements,** including future growth funds, maintenance of effort and improved data.
- **Better resource allocation,** including national competition policy in vocational education and training and improvements in State/Territory training systems.
- **Better national recognition,** including reduced central regulation in training recognition.
- **Access and equity and cross-sectoral links,** including expanded vocational education and training opportunities in schools.

The report was considered by the ANTA Ministerial Council in May 1996 and formed the basis for further work by officials, leading to the development of a proposed framework for a revised ANTA Agreement. ANTA Ministerial Council in November noted progress with the development of a submission to the Council of Australian Governments on the ANTA Review and agreed that a revised ANTA Agreement be prepared in 1997.

PLANNING PROCESSES

National Strategy

The first National Strategy for Vocational Education and Training, *Towards a Skilled Australia*, was released in 1994 and set broad strategic directions for vocational education and training over the medium term, and outlined specific initiatives to be pursued throughout 1995 and 1996.

There was continuing progress in 1996 in response to annual priorities endorsed by the Ministerial Council and the framework provided by the National Strategy.

The Strategy was developed in consultation with stakeholders and provided a strategic planning framework for use by industry and State and Territory training authorities. The Strategy is developed around four themes:

- **responsiveness**, so that diversity, choice and co-operation is maximised between the full range of training providers - public, private and industry;
- **quality**, so that those achieving at the highest standards are supported and incentives are offered to others to reach those standards;
- **accessibility**, so that all Australians who want and need training can get it; and
- **efficiency**, so that value for money and accountability are emphasised and administrative arrangements are streamlined and simplified.

The national achievements for 1996 are presented within these themes. The National Strategy will be redeveloped during 1997, setting directions which will take the training system through to the year 2003.

State and Territory Training Profiles

In accordance with the ANTA Act, each State and Territory produces a yearly State Training Profile. The purpose of State Training Profiles is to establish a single and comprehensive plan for the provision and support of vocational education and training in the States and Territories based on directions in the National Strategy and priorities set by the ANTA Ministerial Council. They cover all activity embraced by the ANTA Agreement.

As well as a planning document, Training Profiles are a resource document. They form the basis for the allocation of Commonwealth funding under the ANTA Agreement, and provide an outline of training activity for which Commonwealth and State/Territory funds are applied.

The State Training Profile contains information on the training environment, planning framework, key achievements and shifts in activity of a State/Territory, with commentary on how national aims are reflected in initiatives. Each includes activity tables, prepared according to a common format, which set out the amount and distribution of training activity for that State or Territory.

The State Training Profiles form the basis of the *Directions and Resource Allocations* series, a publication which reports on key features of strategy, training activity and effort. *Directions and Resource Allocations* also publishes the recommendations of the Ministerial Council in relation to growth funding for vocational education and training.

Directions in 1996

The 1996 Profiles process was structured around a number of key priorities which were identified by State, Territory and Commonwealth Ministers as being critical areas for development. These 'bottom line' priorities originated from the *National Strategy*, and were identified in the guidelines for 1996 Profiles:

- Best practice and quality assurance;
- Industry and other client influences on resource distribution;
- National Strategy client groups (women, Aboriginal and Torres Strait Islander people, people from a non-English speaking background, people in rural and isolated areas and people with a disability);
- User choice, open training market and competitive tendering;
- the Australian Vocational Training System (AVTS), New Apprenticeships (replacing the Modern Australian Apprenticeship and Traineeship System - MAATS); and
- Accreditation, assessment and recognition of training.

The States and Territories used these strategic areas in the preparation of their Profiles, as the structural framework for describing initiatives planned during 1996. In Volume 2 of this report, the Commonwealth and States and Territories report 1996 achievements against the National Strategy themes.

Future Commonwealth/State Planning Arrangements

As a consequence of the Review of the ANTA Agreement and evolving government policies, Commonwealth/State planning arrangements will be somewhat different in the future, with 'new business arrangements' being developed for implementation. The new arrangements will be designed to reflect more accurately the roles and responsibilities of the States and Territories, the Commonwealth and ANTA in relation to the setting of priorities and performance measures and management of training delivery.

The Ministerial Council's submission to the Council of Australian Governments on the Review of the ANTA Agreement outlines proposed new arrangements for planning and accountability. Better linkages between the National Strategy, annual national priorities, State/Territory planning arrangements and the Annual National Report are anticipated from the new system.

Whilst the new arrangements are still under development, the key aim will be to focus on strategy rather than process. The planned changes acknowledge the effectiveness and appropriateness of current State and Territory planning processes and offer potential for clearer accountability against agreed priorities.

Final year apprentices receiving training in the electrical and mechanical instrument process course.

Industry Vocational Education and Training Plans

National Industry Training Advisory Bodies (ITABs) developed Industry Vocational Education and Training (VET) Plans covering the years 1997/1998. These Plans were used as the basis for discussions between ANTA and the ITABs about industry training priorities and appropriate responses to these priorities during 1997/1998.

VET Plans highlight changes to industry priorities and how these are being met by Training Package development. They also highlight the strategic directions for industry sectors and industry support for emerging vocational education and training initiatives.

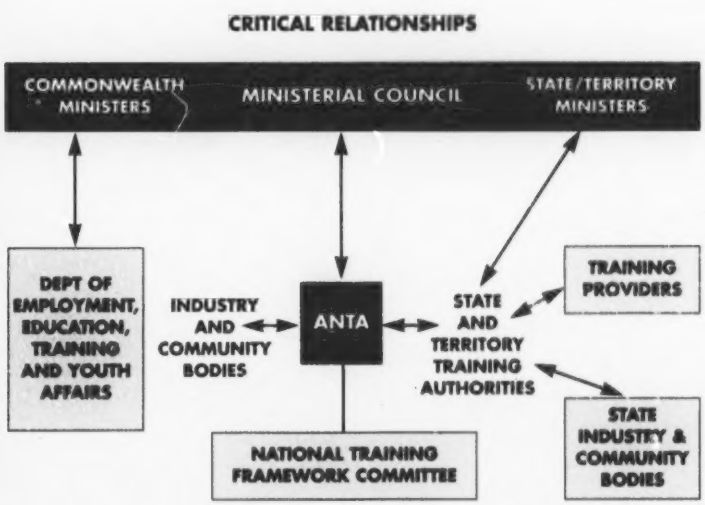
Many plans report an increasing need for international competitiveness and the need to upgrade the skills base of Australian workers. Flexible delivery of training is identified as a key feature that should facilitate these outcomes.

Responses have been made to emerging vocational education and training issues identified by ITABs including; regulatory controls, portability of qualifications, marketing strategies to support New Apprenticeships and industry specific vocational education and training issues.

Industry support for vocational education and training has been demonstrated through their contribution to and endorsement of VET Plans and through industry participation in the development of Training Packages.

Structure and Processes of the National Vocational Education and Training System

The National Training System and its key relationships can be represented as follows:



In reviewing the vocational education and training system in 1995, areas requiring further improvement were identified and outlined in addition to areas of significant achievement for the year. Feedback from industry was that the training system was still too complex, there were problems with the National Framework for the Recognition of Training including lack of coverage of employment-based contracts of training, and mechanisms for the provision of advice from industry were not fully effective. In addition, there were problems with the collection of comparable management information statistics on vocational education and training. During 1996, significant attention was given to the following:

- reducing the complexity of the training system and the way in which skills are recognised;
- increasing the quality and relevance of employment-based training;
- enabling industry to provide advice on training issues more effectively; and
- increasing the comparability of management information statistics to drive system improvements.

THE NATIONAL TRAINING FRAMEWORK

The National Training Framework is designed to make the regulation of Australia's national training arrangements streamlined and more flexible, and to enable training to be more responsive to demand. The National Training Framework provides a comprehensive approach to define the relationships between industry bodies, State and Territory Training Authorities, training organisations and ANTA. The objective is to produce training of the highest quality - training which meets the needs of industry because it is nationally portable, flexible in its delivery and responsive to client needs.

Two interconnected features of the National Training Framework are:

1. Revised and simplified arrangements for the recognition of training organisations assuring quality of training provision; and
2. Training Packages which integrate nationally available training products and include nationally endorsed and industry/enterprise competency standards packaged against qualification levels of the Australian Qualifications Framework (AQF) and nationally endorsed assessment guidelines. The training packages can also include learning strategies, professional development materials and assessment materials. The packages are developed through an integrated industry managed process.

The National Training Framework is one of a number of initiatives in vocational education and training designed to improve the capacity, relevance and responsiveness of Australia's vocational education and training system. In recent years the need for a more competitive and effective market for training has been advocated by industry and other stakeholders. The National Training Framework will promote increased opportunities for users of the system to choose providers and modes of training provision and for training organisations to have more flexibility to respond to clients.

The National Training Framework is also important in underpinning the initiatives of Governments to implement new apprenticeship and traineeship arrangements whereby clients choose the training package, negotiate a training program and enter into a training agreement. Other initiatives being proposed by Government such as one-stop shop arrangements for entry-level training services and the integration of apprenticeship and traineeship regulation with general training recognition will also be supported by the National Training Framework.

A small, business-led committee, the National Training Framework Committee, was formed in 1996 with responsibility for the development of policy to implement the National Training Framework and to endorse the key components of National Training Packages. This Committee replaced the Standards and Curriculum Council. The primary role of the Committee is to provide advice to the ANTA Board on a range of matters critical to the operation of the National Training System, including: Training Packages; assessment policy; national recognition arrangements; qualifications; and data information.

The following diagram identifies the components of, and relationships between, key features of the National Training Framework.

Revised and Simplified Regulatory Arrangements

In order to support the streamlined operation of vocational education and training, national recognition and quality assurance arrangements are being reformed. The new set of arrangements is known as the Australian Recognition Framework. The Framework focuses on registration as the critical recognition point and basis for improved quality assurance in the vocational education and training system. Registration is to be linked to National Training Packages and will be underpinned by national minimum standards and agreed operational protocols including audit and monitoring arrangements.

Under these arrangements accreditation of courses will no longer be required where Training Packages have been developed, and Registered Training Organisations will have the capacity to develop responsive and flexible approaches to delivery which achieve the national outcomes. Other key features include effective mutual recognition and improved national consistency.

A building and construction student at work on roof trusses.

National Training Packages

National Training Packages integrate nationally recognised and endorsed competency standards, assessment guidelines and qualifications plus non-endorseable components of learning strategies, assessment instruments and professional development materials. They provide a set of national training resources which Registered Training Organisations can use as a basis for developing Training Programs in specific industry sectors. These nationally available Training Packages will enable the development of tailored Training Programs to meet particular enterprise or regional needs, while maintaining the core integrity of a national qualification outcome. Apprenticeship and traineeship pathways will also be identified in the training packages.

ANTA's National Training Framework Committee will endorse competency standards, assessment guidelines and the related national qualification outcomes. The endorsement process may be delegated by the Committee to ITABs which meet agreed quality criteria. The Committee will also advise the ANTA Board on policies to ensure that quality training outcomes go hand in hand with national consistency, while meeting the training needs of enterprises and regions.

INDUSTRY RELATIONSHIPS

New Apprenticeships

In order to build the national skills pool, make Australian industry more competitive internationally, and as a means of developing improved pathways between school and work, the new Federal Government announced policies aimed at modernising apprenticeships and traineeships. The policies are based on the underlying premise that training should become a good business decision.

In November 1996, Ministers agreed to a workplan to implement New Apprenticeships, based on proposals outlined in the Report of the Industry Reference Group on the Implementation of the Modern Australian Apprenticeship and Traineeship System (now New Apprenticeships). Unlike the Australian Vocational Training System (AVTS), there is not a fully off-the-job stream of New Apprenticeships.

Employment-based training, which involves undertaking training while in an employment relationship and developing skills within the normal activity of the firm, possesses unique benefits which flow to individuals, firms and the national skills pool.

During 1997, work will continue on the development of New Apprenticeships. At the national level, there are eight key issues which are essential to the successful implementation of New Apprenticeships (outlined in the chapter *1996 National Achievements*). Agreement on these issues early in 1997 will enable States and Territories to put in place their own implementation systems.

User Choice

The need for training to be more responsive to client needs is a key issue requiring redress. In 1996, the 'User Choice' policy was refined through consultation and pilot testing. The objective of User Choice is to increase the responsiveness of the vocational education and training system to the needs of clients through encouraging a direct and market relationship between individual providers and clients.

In July 1996, Ministers "agreed to progressive implementation of User Choice during 1997 and to full implementation of User Choice for off-the-job training for apprentices and trainees from 1 January 1998".[2]

Under User Choice arrangements, employers and their apprentices/trainees will have the right to exercise choice over which registered training organisation delivers their off-the-job training. Employers and apprentices/trainees will also be able to negotiate with registered training organisations on specific aspects of training within the requirements of the selected Training Package, such as, training content, timing, and mode of delivery.

In September, Ministers agreed that (acknowledging a range of issues still to be settled), States and Territories will implement User Choice for apprenticeships and traineeships in accordance with the Statement of User Choice Policy contained in the report on *The Implementation of User Choice*. The Policy Statement outlines the objective of User Choice, defines its essential elements and principles, and provides an explanation of how User Choice will operate from 1 January 1998. The principles contained in the Statement of User Choice Policy are as follows:

(i) Clients are able to negotiate their publicly funded training needs.

(ii) Clients have the right of choice of registered provider and negotiations will cover choice over specific aspects of training.[3]

(iii) User Choice operates in a national training market not limited by State and Territory boundaries.

(iv) The provision of accurate and timely information about training options is necessary for informed choice.

(v) Pricing of training programs by State/Territory Training Authorities should reflect clearly identified program (unit) costs and have reference to unit cost benchmarks. Unit costs set for efficient provision may be increased by including a loading for access and equity reasons.

(vi) Customisation over and above that which is funded publicly can be negotiated and purchased by the client.

(vii) User Choice would be harnessed to improve access and equity in the vocational education and training system and be integrated within existing initiatives.

(viii) Regulatory frameworks and administrative arrangements relating to vocational education and training at the National, State and Territory level are to be complementary to the achievement of the objectives of User Choice.

(ix) Evaluation of outcomes of User Choice against objectives is an integral element of a program of continuous improvement. Innovation is required to achieve and maintain a best practice training system.

[2] This agreement was later clarified to apply only to the implementation of User Choice for new trainees and apprentices registering after 1 January 1998. New South Wales has reserved its position on the implementation of User Choice.

[3] In May 1997, the ANTA Ministerial Council further agreed that all registered training organisations registered to provide appropriate training will be available for selection by clients subject to 2.6(vii²) of the Statement of User Choice Policy. Section 2.6(viii) reads:
Clients will have the right to exercise choice over which registered provider delivers their training.
- In areas where there are low numbers of clients and in remote locations where clients have access to limited numbers of providers, choice may be limited. States/Territories agree to manage these cases as an exception in a way that maximises the available choice. These cases will be annually reported.
- Choice will be exercised within prevailing State/Territory pricing arrangements

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Industry Advice

To build a stronger vocational education and training system, industry's leadership and ownership is central. In 1996 ANTA reviewed and consolidated the roles and functions of the two main support mechanisms for industry involvement in vocational education and training.

Firstly, ANTA supports a national network of industry training advisory bodies (ITABs) and provides funds to the States and Territories, to complement State and Territory resources supporting their industry advisory arrangements. Following the review of industry advisory arrangements, the roles and function of National ITABs were confirmed as including the following:

- development and maintenance of training packages;
- marketing the benefits to industry and enterprises of recognised national training and qualifications; and
- provision of strategic advice to ANTA and government on industry's vocational education and training priorities.

Secondly, ANTA established a small Industry Relationships Team which operates from its Melbourne and Brisbane offices. Its core role is to assist industry organisations to gather and maintain strategic advisory services and to develop and achieve endorsement for national Training Packages. Training Packages are the key resource for the expansion of industry training through new Apprenticeships and Traineeships. Major projects have already been commissioned in 17 industries to support the development of Training Packages. Other roles for the Industry Relationships Team include special initiatives in areas such as staff development, front-line management, small business and the National Transition Program. The National Transition Program involves the conversion of apprenticeships and traineeships into a competency-based format.

IMPROVED MANAGEMENT INFORMATION

In order to measure progress towards the goals of the National Training System and to drive system improvements, reliable and comparable management information is required. Advice was received from the Boston Consulting Group at the end of 1995 on the Review of Implementation of Performance Measurement in vocational education and training. This advice in summary included three major components:

- the need to adjust national vocational education and training data, at least in the short term, to remove inconsistencies of reporting across States and Territories;
- the need to strategically focus the planning, management and accountability of the vocational education and training system through the development of more robust performance measures; and
- the need to replace the Australian Committee on Vocational Education and Training Statistics (ACVETS) with a more strategic policy orientated body.

During 1996, ANTA established, in consultation with the Commonwealth and State and Territory vocational education and training systems, strategy responses to all three of these concerns.

A comprehensive report was produced using 1995 data which presented information on the context of training, the extent to which vocational education and training supports employer and graduate needs as well as the performance of vocational education and training as measured by a 'basket' of output and

activity indicators. The data was adjusted by an independent adjuster, under the guidance of State and Territory representatives, and a report subsequently produced entitled *Benchmarking Vocational Education and Training 1995*. This report was published as Volume 3 of the 1995 ANTA Annual National Report.

The report noted that "*There have been substantial improvements to the range, consistency and quality of data available to assess the performance of the national VET sector. Improvements are so marked that it is impractical to compare 1995 data with the collections of previous years and this has not been attempted in this report. However, 1995 performance indicators will provide a benchmark against which the performance of VET in future years can be measured.*"

In September 1996, Ministers agreed to the establishment of a Performance Review Committee, comprising business members of all State and Territory Training Authorities. The Committee will be responsible for the development of a long-term set of Key Performance Measures for the vocational education and training system and for analysis of existing data on performance of the vocational education and training sector. The Committee will forward their recommendation to the ANTA Ministerial Council by the end of 1997.

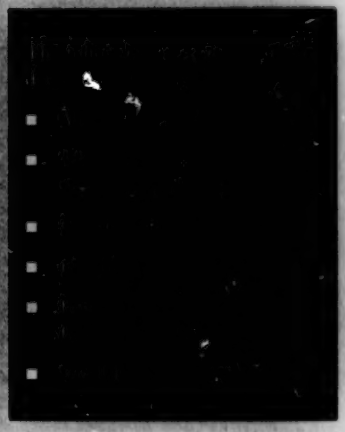
In response to the Boston Consulting Group's recommendation concerning ACVETS, a reconstituted group reporting to the ANTA Board was formed. This new group, known as the National Advisory Committee on Vocational Education and Training Statistics (NACVETS) is responsible for providing advice and guidance on the development of the national Management Information System (MIS). At the inaugural NACVETS meeting in December 1996 the Committee agreed that a review of the national Management Information System should be conducted. This review is planned to commence in March 1997 and is due to be completed by the end of 1997.

Some of Australia's outstanding fashion designers have completed a Diploma in Fashion and Design.

GREATER RESPONSIVENESS

It has become increasingly apparent that, in order to meet industry needs, the training system needs to be more responsive. Strategies to achieve greater responsiveness emphasise:

- measures to facilitate high quality industry input and address the distribution of resources within, and between, industry sectors; and
- measures to strengthen demand by promoting client choice both between public, private and industry training providers, and through the availability of appropriate training opportunities.



Advice from industry

In order to ensure that existing mechanisms for obtaining advice from industry were appropriate and fully effective, ANTA undertook a review of national industry advisory arrangements. Clarification and confirmation of the roles of, and criteria for, recognition of national bodies were central concerns of the review.

An extensive consultation process v as conducted with peak employer and employee groups and national associations, representatives of enterprises, the Commonwealth and State and Territory Training Authorities. Individual firms, State and Territory ITABs and Industry Training Companies were also consulted.

As well as clarifying the roles of National ITABs, the initial results of the review show that the grouping of industries into national Industry Training Advisory Bodies (ITABs) is likely to increase from 18 and will represent industry more appropriately. In addition, a small number of bodies are being recognised for the development of Training Packages. The review will continue into 1997 but should be completed within the first half of that year.

The key criteria for national recognition as an ITAB is to satisfy the ANTA Ministerial Council that the body represents its relevant industry sectors. The ANTA Ministerial Council has delegated the authority to determine this to the ANTA Board.

During 1996, industry provided advice to ANTA on their training priorities. In December 1996, an initial $2.5 million was allocated to national Training Package development. The outcome will be training products to support expanded vocational education and training opportunities. These products will be available in 1997.

Industry advisory mechanisms were also strengthened and extended within the States and Territories. Examples are listed below.

- **The South Metropolitan College of TAFE, in collaboration with the Western Australian shipbuilding industry, conducted an extensive training needs analysis. This was in response to the industry's forecast rapid growth rate, (a doubling in size over the next four years) which would quickly lead to severe skill shortages. As a result, 43 new training modules in four new trade categories were developed and accredited using the National Metals and Engineering Curriculum.**
- **In developing the 1997 State Training Profile, South Australia, like many other States and Territories, directed particular effort towards mechanisms for the integration of regional advice with that of industry in recognition of the significant role regional development bodies have in contributing to the economic development of the State and in ensuring that the training provided is adequate and relevant to the local needs of the area.**

Allocation of Resources Through Competitive Processes

A key focus of training reform in Australia involves shifting from a supply-driven training market to a demand-driven training market to encourage responsiveness to the needs of industry and individual clients. Strategies were pursued in 1996 to promote competition and encourage training organisations to improve their services, reduce costs, and focus their attention to the needs of their clients. An estimated $108 million was used to purchase places through contestable funding mechanisms in 1996. This included training places secured through open tendering, preferred supplier arrangements and strategic partnerships between providers. Funds for the provision of traineeship off-the-job training may also be allocated on a contestable basis.

- In Victoria, over $41 million (9% of total provision) was budgeted for allocation through competitive processes open to TAFE institutes and registered private providers. The State Training Board has approved a move toward a notional 20% of total vocational education and training funds being available for the purchase of training through competitive processes by the year 2000.
- The Queensland Government purchased training through competitive mechanisms which resulted in 267 contracts being awarded to TAFE and non-TAFE training providers. The value of these contracts totalled $25.7 million. The training purchased achieved an 11% saving on that which would have been spent through non-competitive processes, indicating that some efficiencies have been driven into the market through the introduction of competition.
- New South Wales continued to support the diversity of the training market through the allocation of $23.5 million through competitive processes in 1996, including growth funds tendered through the Contracted Training Provision (CTP) program and funds allocated through the User Choice Pilot Program. The establishment of a new industry-led vocational education and training curriculum planning and resource allocation model in NSW in 1996 will enhance responsiveness to industry and maximise access to NSW Crown copyright curriculum (syllabus documents). Under the new arrangements, a strategic framework has been established for vocational education and training curriculum. $2.7 million has been allocated for curriculum development and maintenance, with curriculum development funds being allocated through competitive tendering for projects aligned with industry priorities identified in the 1997 State Training Profile. New pricing and distribution arrangements will maximise access to curriculum within NSW.

Over the course of 1996, it became apparent that many changes were needed to support a more responsive training market. To this end, in November 1996, Ministers asked the ANTA Board to consult widely on a paper developed through ANTA called, *Developing the Training Market of the Future*. This paper canvassed issues relating to ways to empower demand and improve supply in the training market, as well as the role of government as funder, purchaser, provider and regulator in the market place. Around 1,700 copies of the consultation package were sent to stakeholders across Australia with 500 of these being sent in response to calls for public submissions advertised in December 1996.

Students get hands on experience with the latest automotive technology.

User Choice Pilots

The objective of User Choice is to increase the responsiveness of the vocational education and training system to the needs of clients through encouraging a direct and market relationship between individual training providers and clients. In order to inform the development and refinement of the User Choice policy, $7 million was allocated to a range of pilot projects. The aim of the pilots was to establish the scope and application of User Choice activity in situations where a contract of training already exists (for apprentices and trainees) and in situations outside a contract of training where there are access and equity considerations to address.

A total of 59 pilot projects were funded across the States and Territories in 1996, which trialed a diversity of User Choice arrangements.

A national evaluation of the pilot projects was commissioned with Phase One of the evaluation being completed in August 1996. The consultant's report focused primarily on the issues that needed to be resolved to achieve full implementation of User Choice in MAATS. These findings provided significant input into the User Choice policy development process.

In September 1996, Ministers endorsed the Statement of User Choice Policy contained in the report on *The Implementation of User Choice*. The Statement was developed by a Taskforce of Commonwealth, State, Territory and ANTA representatives after consultation with industry.

- South Australia participated in the ANTA National Project User Choice Pilot including through a traineeship program under the auspices of the Office for the Commissioner for Public Employment. The application of the User Choice model expanded the range of training options for both employers and employees in both public and private sectors. The advantages included the employment of public sector trainees for the first time in rural and remote regions of the State, and the employment of trainees in a range of 'new' occupational areas.
- In Western Australia, User Choice pilots supported the development of customised training programs for industries which previously did not have access to suitable courses for employees. Programs included training for Chefs in Asian Cookery to address identified skills shortages in the Asian Restaurant Sector, an accredited flexible training program in Aged Care for carers of aged people employed in patient care, and training to allow Abattoir workers within the Meat Industry to take advantage of accredited entry-level training provided on-the-job by fellow employees. Western Australian User Choice pilots also supported the needs of people under-represented in training as did those in several other States and Territories. Two of Western Australia's User Choice pilots were directed at addressing the training needs of Aboriginal and Torres Strait Islander people. One being offered in the Central Wheatbelt of the State aimed at providing Aboriginal people with skills in Educational Practice so that they are equipped to train other Aboriginal and Torres Strait Islander people. The second pilot was aimed at increasing the personal and administrative abilities of Aboriginal and Torres Strait Islander people employed in Community-based Incorporated Associations affiliated with the Southern Aboriginal Corporation to enable them to better serve the needs of their community.
- In Queensland, 940,000 Student Contact Hours were delivered in the Apprenticeship Training Pilot, a User Choice trial conducted in South East Queensland in the following four trades:
  - Engineering (Electrical) - Electrical Contracting;
  - Engineering (Mechanical) - Motor Mechanics;
  - Hairdressing; and
  - Cooking.

Flexible delivery

Flexible delivery develops an approach to the provision of vocational education and training which gives clients greater choice over what training is offered, and how, where and when it is delivered.

The National Flexible Delivery Taskforce, established by the ANTA Board in 1995 to navigate a system-wide approach to more flexible training delivery, released its final report in June 1996. The report made a number of recommendations on what governments can do to identify and respond to the training delivery needs and priorities of industry, providers and clients. The Taskforce report is based on the principle that the client/training provider relationship is paramount in all training decisions. National Principles for flexible delivery were outlined in the Taskforce report and endorsed by the ANTA Ministerial Council in November 1996. These principles are:

- improving access for all clients;
- producing informed clients capable of exercising effective choices about learning;
- developing effective client / provider relationships;
- encouraging quality assurance to maintain currency;
- facilitating an effective training market;
- supporting competency-based education and training;
- employing appropriate and effective uses of technology;
- developing and adopting efficient and equitable resource allocation models; and
- developing staff with new competencies.

A draft Implementation Plan was developed by ANTA in late 1996 to ease the transition from policy to practice through a number of targeted projects. When finalised, it will allow for approximately $2 million to be invested in the development, marketing and utilisation of flexible delivery in vocational education and training.

As a precursor to making policy decisions about flexible training options, a number of flexible delivery pilot projects were initiated in 1995 and completed during 1996. Pilot projects were recognised as a means of investing in flexible delivery mechanisms to ascertain the costs and benefits, advantages and challenges associated with the changing nature of training delivery. The 28 pilot projects tested a variety of initiatives from which much can be learned. Flexible delivery methods explored by the pilot program included:

- preparing and developing State and Territory TRAIN (Training Information Network) sites on the internet;
- training college based co-ordinators to facilitate the rapid development of curriculum on Education Network Australia (EdNA);
- establishing a national electronic network of providers on the internet;
- developing and trialing delivery of national modules over the internet;
- adapting existing video and text based programs for delivery by EdNA;
- identifying and delivering training to mobile workers who cannot access training at specific locations;
- developing a World Wide Web home page for information technology, students support link, resource packages and learning/assessment guides; and
- establishing computer managed learning (CML) centres in regional and enterprise centres.

A summary report on the achievements and knowledge gained from the pilot projects will be available by mid-1997.

- In Victoria, the Office of Training and Further Education (OTFE) has worked with TAFE Institutes in the research and development of the Virtual Campus Environment (VCE). The VCE will utilise computer hardware and software technology to coordinate the administration and management of student training, and a combination of electronic on-line tools to flexibly deliver training. The system will be able to deliver entire on-line courses, or to publish materials and provide on-line support to supplement existing courses. The Virtual Campus Environment will provide: a "one stop" location for information about vocational education and training options that have online support; a delivery system for learning material; communication online, between students and teachers, and as a professional development tool between teachers; and management of course assessment tasks and delivery of assessment results using a secure distribution system. VETNet, the State Training System's Wide Area Network, will act as the delivery infrastructure carrying information to both the Internet and Intranet access points.
- A $2 million Capital Works program is currently underway in key locations throughout the Northern Territory to establish Open Learning Centres. These funds will provide an extensive upgrading of the training facility on the existing Nhulunbuy site ($1 million); a new training centre at Papunya, and upgrading of facilities at Nguiu. Modifications to existing buildings are taking place in Jabiru, Katherine and Tennant Creek. $1 million will be spent on upgrading facilities and establishing OLC's in some smaller communities.
- In Tasmania, new flexible delivery initiatives incorporating computer and internet access, as well as on-site delivery of training, at the Hobart, Launceston and North West Institutes of TAFE enhanced access to vocational education and training by a range of clients who would otherwise have been restricted by location or other barriers to participation.

Frontline Management Initiative

In 1995, a report entitled *Enterprising Nation: renewing Australia's managers to meet the challenges of the Asia-Pacific Century* (known as the Karpin Report), was released. Underpinning this report is the conclusion that, in response to increasing globalisation, widespread technological innovation and an increasing need to customise products and services, the whole paradigm of management has dramatically changed, bringing with it a new set of organisational requirements.

In response to recommendations contained within the report, in 1995 ANTA commenced development of a training initiative for frontline managers. The Reference Group of the Frontline Management Initiative (FMI) has made significant progress in advancing a frontline management development strategy with implementation of the program now in progress.

The final Frontline Management Competency Standards were endorsed by the Standards and Curriculum Council (now the National Training Framework Committee) on 7 June 1996 and are now on the National Register. In July 1996 the FMI was accredited and placed on the National Register. The qualifications to be issued against the FMI are:

- FM1003 Certificate III in Frontline Management;
- FM1004 Certificate IV in Frontline Management;
- FM1005 Diploma of Frontline Management.

The FMI provides for:

- greater opportunity for enterprises to choose development strategies;
- improved productivity and innovation in the workplace;
- development of high performance frontline management;
- provision of a process for assessing whether individuals have achieved the frontline management competencies in a way that is relevant to the workplace;
- linking of frontline management development to enterprise requirements; and
- incorporation of a variety of ways of learning to achieve frontline management competencies to match different enterprise needs and characteristics.

A prototype training package (the Frontline Management Development Kit) has been developed and was trialed in five enterprises in various States and Territories. Feedback from the pilot sites will inform the process of efficient and effective use of the kit in supporting the implementation of the Frontline Management Initiative.

The kit is comprised of:

- a user's guide to the Frontline Management Competencies;
- a co-ordinator's guide to implementing the process;
- an assessor's guide;
- a participant's guide; and
- a database containing a support directory and development options directory.

- **In the ACT the ACT Electricity and Water Corporation participated in the Frontline Management Initiative pilot project which has been of considerable benefit to their staff. The Management Enhancement Team Approach (META) was introduced by the Canberra Institute of Technology and Metropolitan Business College, providing staff of those organisations with improved development opportunities.**

Small Business

As small business becomes more significant for Australia's economy, it has become imperative that small businesses are involved in developing a well-trained, skilled, flexible workforce for Australia to remain competitive and provide employment opportunities.

The 1996 *A New Deal for Small Businesses* report outlines the Commonwealth Government's commitment to working with State and Territory governments and industry so that apprenticeships, traineeships, vocational education and management training will meet the existing and emerging needs of the small business sector.

With the increasing shift in Australia's economy towards small businesses it has become imperative that small businesses are involved in developing a well-trained, skilled, flexible workforce for Australia to remain competitive and provide employment opportunities.

During 1996, significant work was undertaken in ANTA towards identifying and addressing the training needs of small business. This involved the weaving together of the various strands of research, industry input, and other government and key vocational education and training initiatives which impact on the small business sector. An extensive consultation process will be undertaken early in 1997 across States and Territories on the issues associated with small business training.

Horticultural students learn about a variety of species of plants as part of their training.

We know that Small Business wants training that is:

- driven by clients of the system;
- learner centred and directed;
- short, sharp and specific;
- flexibly delivered;
- supported by local organisations and networks;
- appropriate to the stage the business is at;
- recognising previous qualifications and training experiences;
- sensitive to the different needs of owner/managers and employees; and
- addresses specific needs related to the clients gender, race or ethnicity.

In addressing small business training, specific emphasis needs to be placed on the highly market-segmented and diverse nature of the small business sector. The characteristics of the entry-level training market are different to owner/operator management training issues.

DEETYA provided funding to States and Territories to develop, trial, implement and document best practice professional development models for small business training at the regional and local levels. Funds were also used to disseminate and adapt these best practice models, and to strengthen interstate collaboration. Funding also included provision for a formative evaluation.

- South Australia undertook a Small Business Professional Development (Best Practice) program funded by DEETYA. The primary aim of the scheme is to develop and test ways of providing training to small business employers/workplace trainers and assessors. Three projects under way within this initiative are:
- light manufacturing - to trial approaches in working with small businesses to create and implement training development plans for six small businesses in the South East region;
- agriculture and horticulture - to provide rural enterprises with on job training and assessment skills so they can deliver accredited training; and
- a general project to undertake research on factors supporting and inhibiting accredited training in small business, to develop several models of training for small business owners/operators so they can be involved in delivering and supporting accredited training, and trial and improve these models.

In parallel with this work, many States and Territories have, or are developing, strategies for small business.

- In Tasmania, a Small Business Project Officer worked closely with Industry Training Advisory Boards, peak employer and employee bodies and public and private training providers to develop a set of good practice principles for provision of training to small business. Small business owner/managers also completed Workplace Trainer and Assessor training and were encouraged to form networks to discuss assessment issues, provide mutual support and support on-the-job providers of training in workplace assessment. Strong interstate ties were formed between small business professional development project managers, ensuring national outcomes for the project. Outcomes of the project were to: create assessor networks within the target industries; facilitate partnerships between training providers and small business; encourage training providers to use good practice principles when providing workplace assessor courses; enable small businesses to undertake training which suits their needs, is delivered at times and in ways which suit the business cycle of the enterprise, and offers a follow up service from the training provider to reinforce skills learnt through mentoring; and enable participants to gain skills to identify skills shortages within their enterprises and to either train their own staff or access training for them.

ENHANCED QUALITY

The increasing demand for skills in the workplace has stimulated great demand for vocational education and training and heightened expectations about what is provided and how it is provided. In addition, a shift in focus to a demand-driven training market is encouraging consumers to make more informed decisions on training. These factors provide a strong impetus to improving the quality of training. Strategies to achieve enhanced quality emphasise:

- the development of national measures for best practice and the introduction of quality assurance arrangements; and
- the review of all aspects of training design and delivery to ensure a quality service for clients.

Best Practice and Quality Assurance

To meet business and other client demand for greater attention to the quality of vocational education and training programs, and to widen the adoption of best practices, ANTA has funded various projects to enhance the capabilities of vocational education and training organisations providing quality training and services to clients.

During 1996, the Best Practice Working Group, comprising representation from all States, Territories, ANTA and the Commonwealth, continued to provide high level policy advice to ANTA Chief Executive Officers on issues relating to quality and best practice. Mr Ian Hill, Chief Executive Officer, WA Department of Training, is Chair of the Group.

The ANTA Board has maintained its commitment in this area by allocating $5 million of National Project funding for four best practice and quality initiatives:

- The creation of a Training Provider of the Year category in the Australian Training Awards to recognise best practice achievement. South Western Sydney Institute of TAFE was the inaugural winner of the Award in 1996. The Institute's Director, Ms Jozefa Sobski was presented with the Award and a grant of $25,000 by The Hon. John Aquilina at the Training Awards held in Brisbane on 14 November 1996.
- The New South Wales managed project "Demonstrating Best Practice in VET", enabling those providers assessed as being at best practice levels to demonstrate and disseminate their expertise with other providers wishing to achieve best practice performance levels. Overall, 72 vocational education and training providers participated in the project and were required to demonstrate, document and disseminate their experiences against certain core training activities. These activities were: educational effectiveness; human resource management; client service; education/industry/community links; support services; and access and effective participation. A Case Study Book, briefly outlining each project's objectives and activities will be distributed in 1997.
- The Promotion of Best Practice. New South Wales has managed the promotion of best practice through the publication of the National Best Practice Newsletter, hosting a national seminar to share developments and analyse common best practice and quality assurance issues, and expanding the materials resource reference kit for vocational education and training organisations seeking to implement quality and best practices approaches.
- The development of outcomes statements for the Principles for Quality in VET. This initiative was aimed at achieving a genuine level of transparency across State and Territory quality arrangements, so that clients become better informed about the quality of programs and services they can expect to receive, no matter where they access the vocational education and training sector.

The introduction of quality principles will help the vocational education and training sector to establish national standards and will help clients develop a clear understanding of the quality of vocational education and training products and services.

In addition, the principles will assist the vocational education and training sector to:

- further develop quality arrangements based on agreed key quality themes;
- facilitate collaborative arrangements across State and Territory boundaries for the purpose of mutually improving the quality of vocational education and training; and
- achieve mutual recognition of vocational education and training quality arrangements across State and Territory boundaries.

- In Western Australia, nine training organisations successfully obtained funding in 1996 through the national Demonstrating Best Practice Project. These projects were selected from a field of 37 public and private providers by a panel drawn from industry, quality organisations, access and participation units and the Department. The projects shared a total of $400,000 allocated to Western Australia by ANTA. This project should result in the availability of an extensive collection of high quality best practice material presented in a range of formats. The projects' information sharing strategies include Conference presentations, written reports, manuals, videos, training packages, on-site visits, published articles and Internet presentations. The projects cover: a management information system; TAFE-Schools education interface; a flexible delivery model; developing training partnerships; training delivery to remote and rural areas; a model of quality system implementation; a guide to support traineeship coordinators; and performance-based training benchmarking.
- In Victoria, more than $2 million was invested in staff and professional development and management improvement support, involving more than 2,000 vocational education and training staff. This was in addition to the enterprise based efforts funded and managed by registered private providers and TAFE institutes. Key statewide programs included: 27 pilot projects involving nearly 400 managers in the META Team Planning Performance System; four funded audits of TAFE Institutes against the Investors In People Standard; six best practice projects related to Return To Industry for TAFE staff; four best practice modules in supporting flexible workplace training delivery; major research projects to assess the level of training being conducted for staff by TAFE Institutes and by staff themselves; and three Benchmarking for Educational Effectiveness Projects which apply to best practice in staff and professional development.

National Training Framework

As outlined in the chapter *Key National Initiatives in 1996*, the National Training Framework is designed to improve the capacity, relevance and responsiveness of Australia's vocational education and training system. The National Training Framework Committee, a business-led committee which replaced the Standards and Curriculum Council, has carriage for policy development associated with implementation of the Framework (refer to Appendix B for membership).

The National Training Framework will:

- enable industry organisations to form partnerships with registered providers to develop assessment systems that provide national recognition for the outcomes of assessments they conduct;

- incorporate a range of pathways to achievement of a Statement of Attainment or qualification under the Australian Qualifications Framework;
- require all assessments to be undertaken within a quality assurance framework, which at a minimum, will require the use of qualified assessors, the establishment of appeals processes and the use of industry endorsed assessment guidelines; and
- include a mechanism for external audit of providers' assessment processes.

National Training Packages

National Training Packages provide the tools which recognised training organisations use to develop a range of products and services, tailored to meet the training needs of clients, and which lead to national recognition.

The packages form the most visible component of the National Training Framework. These packages, which are developed by industry and endorsed by the National Training Framework Committee, incorporate endorsed competency standards, assessment guidelines, national Australian Qualifications Framework qualification levels and recommended qualification titles. These are endorsed components of a National Training Package and may be supported by a range of other non-endorseable materials, including learning strategies, professional development and assessment materials.

Development of National Training Packages will involve:

- guidelines to assist National Training Package developers;
- procedures for endorsement of core components;
- liaison with providers for successful implementation; and
- marketing of National Training Packages.

During 1996, under the National Transition Program, 25 projects were funded to convert existing apprenticeships and traineeships to a competency-based format. These projects, and the 19 which were funded in 1995, will all be completed by mid-1997. The outcomes of these projects will form an input into the non-endorsable component of future Training Package development.

Australian Recognition Framework

The Australian Recognition Framework describes the quality assurance and recognition arrangements that underpin the National Training Framework. The implementation of these arrangements by State and Territory Training Authorities focus on guaranteeing the outputs of the training system, and will lead to the reform, streamlining and delegation of regulatory arrangements. A distinguishing feature of these arrangements is a greater focus on guaranteeing the outputs of the system. Further work requirements include:

- providing additional guidance material on the AQF to incorporate development of National Training Packages and align competency-based training with qualification levels;
- agreement by States/Territories to re-engineer regulatory processes;
- development of quality checkpoints to ensure quality output from the system;
- recognition of training organisations for implementation of Training Packages and assessment against endorsed competency standards and the issuing of an AQF qualification; and
- development of the National Training Information Service supporting the National Training Framework.

Occupational Health and Safety requirements are always considered in the use of workplace equipment.

■ 1996 saw a large increase in accreditation and registration activity in the ACT. The numbers of registered providers increased by 85% and the number of accredited courses increased by 110%. The increased capacity to accredit courses resulted from the Canberra Institute of Technology self managing the accrediting of courses up to and including the Advanced Diploma level. The Accreditation and Registration Council delegated accreditation processes to the Institute in 1996. The devolved processes have allowed the Institute to review, replace and initiate courses more efficiently. The Council maintains responsibility for entering courses on the National Register.

Competency Standards for Industry

In recent years, the focus of training has moved significantly to outputs or outcomes - the skills or competencies which will be obtained. These outcomes are the skill needs of enterprises, defined by industry or enterprises and expressed as competency standards.

The National Training Framework Committee has responsibility for endorsement of competency standards developed for industry groupings or enterprises. By the end of 1996, 228 sets of standards had been endorsed which covers approximately 78% of the workforce excluding professions and some occupations such as artist and clergy for which standards are less likely to be developed.

In addition there are approximately 36 sets of standards under development with most expected to be completed during 1997. These standards will ultimately be incorporated within Training Packages.

In order to facilitate the development and endorsement of competency standards and to gain greater industry acceptance of standards, a trial was conducted during 1996 for two Industry Training Advisory Bodies (ITABs) to endorse their own industry standards within specified quality assurance measures. Both ITABs now have endorsed standards for their industry via this mode.

■ The Certificate in Rural Office Practice (CROP) is a competency-based course developed by TAFE South Australia and run in all States and Territories. In 1996 the course had 2,000 students enrolled, making it the biggest rural program in Australia. The course targets farm women, many of whom operate as business partners on family-run farm businesses. The course has been designed for flexible delivery to cater for students living long distances from campuses. CROP has become a benchmark in rural education. The course provides significant outcomes for students participating in the program. Many courses around Australia are now following the CROP example.

National VET Research

In order to better link research and evaluation of vocational education and training to the strategic direction of training, a new National Research and Evaluation Committee (NREC) was established by the ANTA Board to operate under the National Centre for Vocational Education Research (NCVER).

NREC was established to provide a coordinated and strategic approach to research and evaluation across Australia. NREC will manage the ANTA funded program for research and evaluation which was managed by the ANTA Research Advisory Council (ANTARAC) until its abolition in November 1996.

ANTARAC funded research projects based around four major themes and three contributing themes as follows:

Major Themes:

- Changing nature and organisation of work and implications for vocational education and training;
- Vocational education and training for small business;
- Vocational education and training for special/target groups: and
- Initial vocational education and training.

Contributing Themes:

- Internationalisation of vocational education and training;
- Economic impact of vocational education and training; and
- The assurance of quality in vocational education and training.

Accompanying the establishment of NREC was the transfer of management of Key Vocational Education and Training Research Centres from ANTARAC to ANTA. In 1996, three Key Centres were in operation:

- the *Centre for the Economics of Education and Training*, a joint project between Monash University and the Australian Council for Educational Research;
- the *Research Centre for Vocational Education and Training* at the University of Technology, Sydney; and
- the newly established *Centre for Learning and Work Research* at Griffith University.

As well as conducting their own research and dissemination programs, the Key Research Centres also provide direct advice on policy development. This represents a shift toward better linkages between research and policy.

ANTA-funded research totalled $2,750,000 in 1996.

IMPROVED ACCESSIBILITY

In addition to meeting industry needs, vocational education and training must also have regard to lifting the skills of individuals, whatever their industry, occupation, employment status or specific characteristics. The need for access for all Australians is a fundamental principle in vocational education and training. Strategies to achieve improved accessibility emphasise:

- the needs of the existing workforce;
- work to be undertaken with the schools sector to encourage an increase in recognised vocational education and training in schools; and
- the different aspirations, strengths and needs of all clients, and in particular the needs of groups identified by Ministers as under-represented in vocational education and training and employment.

Substantial Traineeship Growth

To encourage traineeship growth and the provision of more structured, nationally recognised training, from 1994 the Commonwealth provided a permanent addition to the recurrent funding base, through ANTA to the States and Territories. These funds assist States and Territories to meet the off-the-job costs associated with existing Traineeships.

In addition, from 1995, the Commonwealth offered States and Territories access to additional funds to contribute towards the costs of off-the-job training for an expected increase in trainee numbers at ASF level 2 or higher. To access the additional funds, States had to exceed their targets for Traineeships from the permanently-added recurrent funds and agree to endorse a number of key flexibility and funding principles.

For 1996, the additional funding allocation was $22.68 million which allowed for an additional 24,000 trainees and an overall target of 36,000.

In 1996, States and Territories achieved a total of 44,044 trainee commencements at ASF Level 2 and above. This is about double 1995 traineeship levels.

New Apprenticeships

In November 1996, Ministers agreed to a workplan to implement New Apprenticeships, based on the 23 proposals outlined in the Report of the Industry Reference Group on the implementation of the Modern Australian Apprenticeship and Traineeship System (New Apprenticeships).

The workplan was structured into eight main categories:

- resourcing;
- regulation and administration of employment-based training, including linkages into the National Training Framework;
- group training;
- apprenticeships and traineeships in schools;
- user choice;
- industry leadership;
- access and equity; and
- marketing.

ANTA was to report to Ministers in May 1997 on progress on the development of the New Apprenticeship system.

Under the new arrangements, New Apprenticeships will involve the following elements:

- a negotiated training program responsive to client choice that involves obtaining a nationally recognised qualification (meeting a specified package of endorsed standards) through productive work and structured training which may be both on and off-the-job; and
- a registered training agreement between the employer and the apprentice or trainee, which will facilitate the objectives of the training program and which protects the interests of both parties.

These two features provide the definition of an apprenticeship/traineeship. In effect, apprenticeship/traineeship will be defined by the pathway to the qualification. In developing a training package, an ITAB might indicate where certain qualifications may not be appropriate for an apprenticeship/traineeship pathway. Such restrictions are likely to apply only in cases of specialised courses and at the higher levels of the Australian Qualifications Framework (AQF).

During 1997, work will continue on the development of New Apprenticeships. At the national perspective, there are 8 'bottom line' issues which are essential to the successful implementation of New Apprenticeships. Agreement on these national issues early in 1997 will enable States and Territories to put in place their own implementation systems.

1. The implementation of the Australian Recognition Framework, and associated regulatory reforms, reflect a shift to a quality assured approach to regulation.
2. Training Packages are developed by industry and endorsed by the National Training Framework Committee.
3. The changes to regulatory arrangements, and the consequent potential for expansion in numbers in employment-based training both in existing and new occupations and industries, raises a range of issues about the resourcing of New Apprenticeships.
4. Linked to this overall resourcing issue is the implementation of the ANTA Ministerial Council's decision to implement User Choice for apprenticeships and traineeships from 1 January 1998.
5. All Ministers are committed to expanding numbers in employment-based training. In the short term, at least, the expansion of group training will play a key role in this.
6. Expansion of employment-based training opportunities will require a selling and marketing campaign involving all stakeholders in the vocational education and training system.
7. Reporting to Ministers will require the continued development of the data collection.
8. The establishment of approving authorities and Entry Level Training Support Service providers will provide essential infrastructure to support the implementation of New Apprenticeships, with the latter being particularly critical in replacing the role undertaken at present by the CES in vacancy canvassing.

Group Training Schemes

Group training schemes employ apprentices and trainees, manage their employment with a range of host employers, and arrange structured training with these employers and training providers. They operate on both an industry and a regional basis.

Group training schemes will play an important role in reforming the apprenticeship and traineeship system. To facilitate the greatest possible contribution to New Apprenticeships by group training, an Issues Paper, *Taking Care of Business: Growth Through Group Training* was being prepared in late 1996. Responses to the Issues Paper will inform the establishment of national principles for group training.

In June 1996 there were 100 group training schemes operating under Joint Policy arrangements, employing approximately 20,000 apprentices and trainees.

Group training is set to expand. The Commonwealth committed an additional $3 million in 1996/97 under the Joint Policy for the growth in numbers of apprentices and trainees and sought matching funding from States and Territories.

Individual Client Groups in Vocational Education and Training

Research

In the early part of 1996, ANTA published a report entitled *Participation and Attainment of Individual Client Groups within Vocational Education and Training*, which identified the rate of commencement and completion for certain client groups in vocational education and training in Australia. The data indicated a number of common trends for women, Aboriginal and Torres Strait Islander people, people with a disability, and people from non-English speaking backgrounds:

- that whilst overall participation in vocational education and training by these groups is, in some cases, similar to that for the relevant Australian population as a whole, it tends to be skewed towards the preparatory or lower level courses;
- that labour force participation levels are significantly lower for these groups; and
- that post-vocational education and training outcomes in terms of employment, course relevance and earnings are generally poorer.

More recent quantitative research shows similar inequities for people from rural and remote Australia, particularly the inequities pertaining to labour market participation. However, whilst rural/remote people have lower levels of educational attainment, they are well represented within vocational education and training. In fact, people from non-urban settings have marginally higher module completion and graduation rates in TAFE than their urban counterparts.

Despite these positive training outcomes, people from isolated communities continue to be significantly under-represented in contracts of training and the labour market more broadly. In 1996, ANTA sponsored a research project entitled *Access and Equity in Vocational Education and Training for People from Rural and Remote Communities*, as a part of the re-development of the National Strategy for Vocational Education and Training to occur in 1997. The project report, which was prepared by the University of Adelaide, identifies the barriers affecting the participation and successful outcomes in vocational education and training for rural and isolated communities.

In 1996, an ANTA sponsored longitudinal study was commenced, and is being managed by the Centre for the Study of Higher Education, University of Melbourne. The study follows the experiences of selected students from groups under-represented in vocational education and training over the course of their formal vocational education and training. The project, to be conducted over two years, will involve data gathering and analysis which will further support the development of strategies to address present inequities.

As part of the re-development of the National Strategy for vocational education and training, ANTA commenced, in 1996, a major project to provide strategies for achieving equity in vocational education and training for the period 1997 to 2000. As a starting point, work commenced on a stocktake analysis of previously published reports and findings, between the years 1990 and 1995 on access and equity issues in vocational education and training. An extensive consultation program and publication of issues papers also occurred.

States, Territories and the Commonwealth undertook a broad range of initiatives to address the vocational education and training needs of individual client groups. Major initiatives are outlined in Volume 2.

- In New South Wales, the BVET Equity Plan of Action was developed providing a broad framework for equity activity in the vocational education and training sector. DTEC also hosted the Equity in Vocational Education and Training Conference to improve awareness of equity issues in training. A range of strategic initiatives were implemented in 1996 to improve access for individual client groups, including:
  - an interactive multimedia kit for Indigenous Australians;
  - launching of the Workplace Communications Skills Policy which aims to advance workplace communication skills;
  - a flexible learning module demonstrating the uses of multimedia as a teaching and learning tool across a range of curriculum for students with a disability; and
  - the Distance Learning Program of NSW Adult Migrant English Service (AMES), providing literacy and numeracy support in distance model to transport workers seeking to renew their Dangerous Goods Licences.

Equity 2001

The major focus for access and equity policy in vocational education and training in 1996 was the identification of barriers and factors impacting on inequitable outcomes for specific client groups identified in the National Strategy for Vocational Education and Training. To this end, ANTA developed the report *Equity 2001: Strategies to Achieve Access and Equity in Vocational Education and Training for the New Millennium*. The report was drafted with input from the Commonwealth, States and Territories, training providers, industry, Group Training Companies, Industry Training Advisory Bodies, and representatives of the client groups.

The report identifies key principles, strategies, and outcomes which would improve vocational education and training outcomes for women, Aboriginal and Torres Strait Islander people, people from rural and remote communities, people with a disability, and people who are from non-English speaking backgrounds. The ten point approach to equity is:

1. Improving funding arrangements;
2. Making training more relevant;
3. Improving discriminatory attitudes;
4. Increasing levels of language, literacy, and numeracy skills;
5. Improving basic work and life skills;
6. Improving student and employee support;
7. Improving child care provision;
8. Eliminating bias in competency standards, curriculum, teaching and courses;
9. Increasing recognition of prior learning assessments; and
10. Improving flexible delivery.

The report is to be an input into the redevelopment of the National Strategy for vocational education and training.

Equity Performance Measures Demonstration Strategy

In 1996, ANTA developed the Equity Performance Measures Demonstration Strategy in order to exemplify key concepts within the Equity 2001 strategy. Funds were provided via the States and Territories to improve training participation and outcomes for people from groups under-represented in training and/or employment.

Projects funded included:

- establishment of an Aboriginal and Torres Strait Islander Studies Centre within a vocational education and training institution;
- delivery of pre-release pre-vocational programs for people being released from correctional institutions;
- child care training programs for deaf and hearing impaired people;
- development of vocational pathways for non-English speaking background clients in the hospitality, retail, and tourism industries;
- student support programs for people from rural areas attending metropolitan TAFE;
- "flexible delivery cottages" for people from remote settings;
- pre-vocational training programs for people with a physical/sensory disability; and
- vocational training for remote Aboriginal and Torres Strait Islander communities in industries including broadcasting, engineering and land conservation.

Sports trainees participating in a Human Movements class.

Aboriginal and Torres Strait Islander Peoples

Most indicators, including education and employment statistics, show that Aboriginal and Torres Strait Islander peoples are the most socially and economically disadvantaged of any identifiable group of Australians. For example, most of those who are employed are working in unskilled and semi-skilled occupations.

Vocational education and training indicators are consistent with these trends, in that Indigenous participation in training is skewed at the lower level courses.

In recognising this under-representation in vocational education and training, ANTA established the ANTA Aboriginal and Torres Strait Islander Peoples' Training Advisory Council (ATSIPTAC). In 1996, ATSIPTAC's establishment was endorsed by the ANTA Ministerial Council. The Terms of Reference of the ATSIPTAC are to provide advice to the ANTA Board on:

(a) strategies to maximise outcomes for Indigenous Australians as sought in the National Strategy for Vocational Education and Training (VET);

(b) the VET resourcing needs for Indigenous Australians;

(c) mechanisms to improve co-ordination between Indigenous related employment, economic development, labour market programs, and VET programs, and

(d) measures necessary to ensure indigenous people achieve educational outcomes equity in vocational education and training by the turn of the century and progress the 21 Goals of the National Aboriginal and Torres Strait Islander Education Policy.

To complement its advisory function, the Council will:

(e) consult with other key groups with an interest in Indigenous peoples' VET including National ITABs; and

(f) undertake project activity consistent with its and ANTA's goals.

The inaugural ATSIPTAC National Conference with 240 delegates was held in 1996.

Achievements in 1996 for Aboriginal and Torres Strait Islander peoples included:

- Key staff development activity including *Recognition of Prior Learning for Aboriginal People and Torres Strait Islanders, Working with Aboriginal Adult Learners, and Return to Industry in the Northern Territory.*
- The development of competency standards for Indigenous Health Workers, Tour Operators, and Education Workers; as well as the development of Quality Measures for Technical Training in Indigenous Communities.
- A significant increase in the number of building and construction trades apprenticeships in Indigenous communities throughout Australia, including the Milikapiti community in the Northern Territory, Cherbourg in Queensland, and Maclean in New South Wales.
- A number of diverse User Choice pilots in Indigenous communities, including Office Skills Training in Victoria, and Crocodile Farms Training in the Northern Territory.
- The development of new entry level traineeships in Queensland Aboriginal and Torres Strait Islander communities, including traineeships in waste and water management, watercraft repairs, and environmental management.

- Three Northern Territory registered provider organisations were allocated funding through ANTA's 'Demonstrating Best Practice in Vocational Education and Training' project in 1996. The successful organisations and projects were:
  - Batchelor College for 'Demonstrating Best Practice in VET Delivery in Remote Aboriginal Communities';
  - Katherine High School for its 'Young Australian Student Access (YASA) Program'; and
  - Northern Territory University for 'Delivery of an entry level music course to Aboriginal communities throughout the Northern Territory'.
- In South Australia an ANTA-funded project undertaken by Regency Institute of TAFE which addressed the need to increase the participation of Aboriginal people in vocational education and training, in particular the basic technical programs, was completed. The key outcome is a proposal for a systematic process whereby indigenous Australians can more fully participate in vocational education and training with the provision driven by the Aboriginal community for their purposes at least in the earlier stages. The concept of 'community engineering' was developed to describe the framework in which those in local communities can learn the essential technical skills to maintain and develop their own community.

People with a Disability

ANTA established the ANTA Disability Forum in 1996. The Disability Forum has a leadership role to provide broad advice and strategies to ANTA and its stakeholders for achieving outcomes sought by people with a disability which will enable them to take part fully in Australia's vocational education and training system. The Forum will do this by:

1. Establishing effective working relationships with:
   - peak disability bodies and consumer organisations;
   - training providers;
   - industry and employers; and
   - ANTA and its stakeholders.
2. Monitoring the implementation of strategies for improving the participation and outcomes of people with a disability in vocational education and training.

The ANTA Disability Forum met three times in 1996.

Women

Although women account for just over 50% of the population, in 1995 they made up 43% of the workforce and only 33% of full-time employees. Approximately 62% of women aged 15 to 64 had no post-school qualifications, compared with 52% of men, and only 21% of women held a vocational education and training qualification, compared with 33% of their male counterparts.

A *National Women's Vocational Education and Training (VET) Strategy* was funded by ANTA and developed by the Ministerial Council for Employment, Education, Training and Youth Affairs (MCEETYA) Vocational Employment Education and Training (VEET) Women's Taskforce. The Strategy sets a direction for governments, industry and training providers to ensure that the needs of women are consistently addressed as a priority in policy making, planning, resourcing, implementing and monitoring vocational education and training.

The Strategy identified continuous improvement measures, training and staff development, standards, curriculum and delivery, pathway planning, balanced representation and promotion and research as issues which needed to be addressed. A number of projects directly relating to these issues commenced in late 1996. The projects are to be conducted by the NSW Department of Training and Education Co-ordination, the WA Department of Training, the SA Department of Employment, Training and Further Education and NACVETS and are expected to be completed by mid-1997.

The development of the National Women's VET Strategy also recognised the importance of being able to measure future progress. During 1996, the MCEETYA VEET Women's Taskforce commenced a project to develop a set of performance measures for women in vocational education and training. The project is expected to be completed by April 1997.

Parallel to the development of the National Women's VET Strategy, ANTA commissioned, also through the auspices of the MCEETYA VEET Women's Taskforce, a number of discrete projects that were completed in early 1996, which addressed particular areas of women's experience within vocational education and training. These included:

- Women in Workforce Training: Training and Enterprise Bargaining: What their Intersection Means for Women.
- Young Women in Vocational Education and Training.
- Evaluation of the Scope and Effectiveness of Access Programs for Aboriginal and Torres Strait Islander Women in Vocational Education and Training.

The outcomes of all these projects informed the development of specific, targeted strategies as part of the National Women's VET Strategy.

- In the Australian Capital Territory, the Women in Small Business Mentoring Program was developed to assist women in small business to develop business confidence, and to encourage them to incorporate training (at entry level in particular) as part of an effective and successful business strategy.
- In Western Australia, National Project funds were utilised to survey and discuss current literature relating to Australian and overseas models of consultation, with particular attention to consultative processes used in preparing State Training Profiles. A framework was developed and applied to assess the effectiveness of processes used for incorporating the training needs of women into State Training Profiles, with particular reference to consultations with women's groups. The outcome of the project was a set of guidelines for 'best practice' frameworks for consultation with women's groups, including strategies for monitoring the outcomes of such consultation.

Adult English Language and Literacy

In May 1995, all Ministers for vocational education and training agreed that Key Competencies, including English language, literacy and numeracy competencies must be incorporated into industry standards. Later in December of the same year, Ministers for education, employment, training and youth affairs directed ANTA to evaluate the possible use of the National Reporting System (NRS) for wider vocational education and training purposes.

Four ITABs were chosen to undertake pilot projects to integrate language, literacy and numeracy competencies into national competency standards during their development and review. Projects in the following ITABs commenced in early 1996:

- Primary Industry;
- National Mining;
- Automotive Training Australia; and
- Tourism Training Australia.

It is intended that these trials will be completed by mid-1997 and an evaluation report will be presented to MCEETYA.

During 1996, $2.5 million was allocated to the ANTA Adult Literacy National Project managed by the Commonwealth. Projects funded included:

- Piloting of the National Reporting System;
- Quality Assurance in Agriculture: Promoting Access for Beef Producers;
- Integrated English Language, Literacy and Numeracy Workplace Learning in Small Business;
- Interactive Numeracy: an interactive multimedia computer program for adult literacy learners;
- 'Guidelines for the Development of Literacy Programs for People who are Deaf or Hearing Impaired;
- Workplace Language and Literacy: a project to analyse the relationship between workplace language and literacy skills and the successful implementation of workplace change, and produce a set of guidelines for their integration with workplace objectives;
- Effective Pedagogy in Numeracy for Unemployed Young People;
- Adult Literacy Resource Development;
- Maintenance of the 1 800 national referral telephone service to provide information to callers about adult literacy provision and the Reading Writing Roadshow television teaching series; and
- Development of a Multimedia Package demonstrating best practice in the integration of Language, Literacy and Numeracy into Vocational Education and Training.

Among the projects completed in 1996 was the National Reporting System which has since been trialed in a variety of settings across all States and Territories. The National Reporting System is aimed at enhancing the reporting of learning outcomes for those who participate in literacy training courses and will be used in 1997 to inform curriculum and in the development of training packages.

The *Reading Writing Roadshow* Freecall Hotline which commenced in April 1994, continued during 1996. It has received over 45,000 telephone inquiries on literacy issues. Over 8,000 calls were received in 1996. The Freecall Hotline has been supported by a 'Life. Be in it' community service campaign since 1994. The Hotline was established to support the Reading Writing Roadshow which is a televised adult literacy teaching series.

Other projects funded in 1996 included the development of a CD ROM to help trainers integrate language and literacy into vocational training, and a number of small projects which focused on numeracy, resource development and innovative approaches to literacy training.

Under the chef's supervision, a hospitality student prepares a restaurant meal.

- In Tasmania the Institute of Adult Education (IAE) offered an increased range of accredited lower level language and literacy courses providing enhanced access for unemployed indigenous people, and people without adequate social, literacy and numeracy skills. It increased its provision of accredited literacy and numeracy courses for people with a disability using specialist trainers. Another IAE project Adult Literacy and Basic Education (ALBE) Tutors Mentoring Project; A Professional Development Strategy for ALBE Tutors documented mentoring as a professional development strategy for ALBE tutors, which responds to the increasing casualisation of literacy teachers and decreasing national funding for professional development, reducing opportunities for tutors to interact and share expertise. In addition, English language tuition was conducted for people whose employment was at risk because of limited workplace English. Flexible timetabling was used to accommodate the needs of clients and employers.
- In Queensland:
  - Regional Priorities Language and Literacy Funding commenced with open tendering of programs to sites nominated by the six Training Queensland Regional Language and Literacy Networks. Where there were no qualified teachers in some small towns, accredited training organisations provided support at a distance for local personnel.
  - Vocational language and literacy programs were conducted in 78 sites to provide support for employees wishing to do training in the workplace.
  - An Aboriginal and Torres Strait Islander Literacy Conference was conducted in July 1996 to look at ways in which the delivery of literacy programs could be enhanced. A multimedia interactive CD Rom, integrating literacy into everyday events such as buying a car, was developed to assist in delivering literacy programs to Indigenous people.

Adult and Community Education

The adult and community education sector makes a significant contribution to the lifelong learning needs of Australians, and particularly serves the needs of groups under-represented in training. Increasingly, adult and community education providers are meeting the needs of their clients by providing vocational learning experiences that result in nationally recognised qualifications.

In May 1995, the Ministerial Council for Employment, Education, Training and Youth Affairs (MCEETYA) agreed to the MCEETYA Taskforce on Adult and Community Education (ACE) entering into discussions with ANTA on the intended role of ACE in the implementation of a national vocational education and training system. Consultations were held at the August MCEETYA ACE Taskforce meeting with ANTA, resulting in agreement for the need to chart the critical opportunities for ACE within the ANTA National Strategy for Vocational Education and Training.

To assist this process, ANTA funded a consultancy which resulted in the report *Think Local and Compete* by Kaye Schofield and Associates. This report was presented to the MCEETYA ACE Taskforce in September 1996 and has subsequently been widely distributed to a range of stakeholders in adult and community education. The report will also inform the review and revision of the National Policy for Adult and Community Education.

Ministers for education, employment, training and youth affairs agreed in July 1996 to extend the MCEETYA Taskforce on Adult and Community Education for a further 12 months, with the major task to be the review and revision of the National Policy for Adult and Community education.

ANTA has funded a consultancy to undertake a process of review, consultation and development, incorporating the work of the *Think Local and Compete* project and the findings of the Senate Inquiry into Adult and Community Education. The Taskforce will submit draft recommendations to the Ministerial Council meeting of MCEETYA in July, 1997.

In 1996, Adult and Community Education projects were funded to:

- support the national coordination of Adult Learners Week 1996;
- chart the factors determining participation in ACE and to develop strategies for increasing participation by traditional non-users;
- develop a framework for a comprehensive study of existing, potential and future ACE markets; and
- examine the use of convergent technology in ACE and develop a 'user guide' to implementing technology in delivery.

- To develop a co-ordinated, shared approach to the development of Recognition of Prior Learning (RPL), the Board of Adult and Community Education in New South Wales funded the training of RPL consultants for all 15 regions in NSW to establish RPL systems for flexible delivery. RPL Assessor Training will commence in each region in early 1997. The implementation of RPL systems in ACE was greatly assisted through the ANTA Best Practice project: *RPL Made Easy for ACE* undertaken in partnership with Manly Warringah Community College and WEA Illawarra.
- The Adult Community and Further Education (ACE) system in Victoria, including further education in TAFE institutes and over 550 Adult Community Education providers, played a key role in increasing access to education and training. The number of Victorian ACE providers and their geographic scope is unique across Australia. This resource means that the State Training System can reach most adults across the State. Specific initiatives in 1996 included:
  - production of the report *Access for Adults* which gives an overview of the participation of Victorians in further education and in community providers and assists planning and resource allocation;
  - management of the national ANTA project Convergent Technologies in Adult Community Education;
  - an inaugural conference on Research in Adult Education in the Community; and
  - implementation of recommendations of the report Review of General Education in The State Training System including those that enhance pathways for adults completing the Victorian Certificate of Education.

Vocational Education and Training in Schools

Across Australia there is an increasing emphasis on improving the transition from school to employment for all young people. Managing the transition not only involves finding ways of initiating young people into work and teaching them specific skills but also involves helping them to become effective lifelong learners.

In September 1996 the ANTA Ministerial Council agreed that $20 million of ANTA funds be allocated in each of the next four calendar years (1997, 1998, 1999, 2000) to vocational education and training in schools. This is part of a Commonwealth allocation of $187 million over four years to expand vocational education and training in schools.

The ANTA funds will be available to both government and non-government school sectors for the development and delivery of programs which contribute to the expansion of vocational education in schools, measured against set benchmarks. Priorities include the development of school-based apprenticeship and traineeship

A hairdressing student practices styling techniques with teaching supervision.

arrangements, support for innovative activities and those that articulate with apprenticeships and traineeships, and the consolidation of existing projects which have shown initial success.

The programs will need to meet the following criteria:

- be based on national industry directed skills/competency standards;
- relate to, or provide, vocational education and training certificates within the Australian Qualifications Framework (AQF) and senior secondary certificates endorsed by State and Territory Boards of Studies;
- provide for industry identified requirements for structured workplace learning and assessment and take account of national and local skill shortages and industry needs;
- articulate with apprenticeships, traineeships, employment and further training;
- be delivered by providers who meet Australian Recognition Framework (previously NFROT) registration requirements;
- provide for the needs of the equity target groups; and
- develop regional and community partnerships.

Principles and Guidelines to support this initiative have been developed in consultation between the Commonwealth, ANTA, States/Territories, the Catholic Education Commissions and the Associations of Independent Schools. A national level committee will be responsible for coordinating information exchange across States and Territories.

In 1996, $150,000 from National Project funds, was provided to the Ministerial Council for Employment, Education, Training and Youth Affairs (MCEETYA) Task Force on MAATS in Schools, to assist with the national administration of the vocational education and training in schools program.

- New South Wales experienced continued strong growth in numbers of school students accessing vocational education and training, with over 14,600 secondary students undertaking school delivered vocational courses, and some 24,000 students studying TAFE courses as part of their HSC in 1996. Cross sectoral recognition also advanced considerably in 1996 in New South Wales. DTEC facilitated agreement to a recognition system in 1996 to give advanced standing in traineeships and apprenticeships to those students successfully completing vocational Higher School Certificate courses in the areas of Retail, Metal and Engineering and Office Skills. Negotiation of similar arrangements for other vocational courses continues. In addition, Private Provider involvement in delivery of vocational education in schools was piloted in 1996. Students in years 11 and 12 in three major urban centres participated in a 60 hour child care course delivered by a private provider. All completing students will receive credit transfer into the TAFE NSW vocational certificate and also a vocational certificate delivered by that same private provider.
- In Queensland, a major consultation process was undertaken in 1996 across the schooling and vocational education and training sectors on the convergence of general and vocational education in the post-compulsory school curriculum. The consultation process encompassed the views of teachers, school communities, industry, ITABs, and various peak bodies and associations. The report of this consultation process, *Coordinating Diversity*, supported vocational education as a legitimate component of the post-compulsory school curriculum and proposed a range of measures to improve the school/VET interface.

INCREASED EFFICIENCY

The vocational education and training sector constitutes a major national government expenditure. Value for money, public accountability and the efficient use of resources must be able to be measured and demonstrated to taxpayers and clients of the system. In addition, information is required to ensure informed decision-making in the operation of the National Training System. The National Strategy identified the following measures to increase efficiency:

- the operation of a national management information and statistical system and States and Territories reporting on performance against agreed performance measures; and
- increasing the understanding of training reform.

National Vocational Education and Training Statistics

The Australian Committee on Vocational Education and Training Statistics (ACVETS) was established as a cooperative endeavour of all Commonwealth and State vocational education and training agencies. The Committee was responsible for defining, collecting and reporting management information related to the vocational education and training sector. Some $5 million was directed in 1996 to achieving the following outcomes:

- full implementation of the AVETMISS business module in TAFE and Training, with an emphasis on improvement in data quality, together with the continued implementation in Adult and Community Education and private providers;
- the timely publication of the *1995 Selected VET Statistics* publication (institution based collection) and continued quarterly and annual publication of the Australian Training Statistics publication (contracts of training);
- management of the survey program, including development of the graduate and employer satisfaction surveys to be conducted in 1997;
- review the business module of the AVETMIS Standard and publish AVETMISS release 2.0; and
- assist in the development of the "independent agent's" inaugural report *Benchmarking Vocational Education and Training 1995*.

As outlined in the chapter *Key National Initiatives in 1996*, new arrangements for the management of information functions, endorsed by ANTA Chief Executive Officers in August 1996, led to the dissolution of ACVETS and the formation of the National Advisory Committee on Vocational Education and Training Statistics, NACVETS.

NACVETS met for the first time in November 1996 and one of the key outcomes from this meeting was that a review of management information relating to the vocational education and training sector should be conducted. The review will consider issues including the most appropriate way of collecting vocational education and training data and any revisions required to the existing data collection standard. This review is due to conclude in late 1997.

- In 1996, Training Queensland developed the STAC (State Training Agency Clearinghouse) system to consolidate AVETMISS data collections from all Queensland vocational education and training sectors. The STAC unit will also provide quality assurance support activities to data providers. In 1997, STAC is being further enhanced to give stakeholders timely and accurate data for planning, profile and performance management activities using an EIS (executive information system) tool. An AVETMISS data collection will also commence in the schools sector as well as a further extension of existing collections in the adult and community education and private provider sectors.
- In New South Wales, as part of the restructure of DTEC in 1996, a new Branch was created with a specific focus on generating strategic information relating to the vocational education and training, schools and higher education sectors. One of the outcomes has been the provision of regular labour market bulletins to all major vocational education and training stakeholders to inform their planning.
- The Integrated Vocational Education and Training System (IVETS) database to improve the management of vocational education and training data in NSW was under development in 1996. The database will manage recognition registers, training market programs and the administration of apprenticeships and traineeships including trades recognition. The business design and initial build stage was completed in 1996. The completion of build, user testing and implementation are planned for 1997 and the system will be implemented from the second half of 1997.

National Performance Measures

In order to effectively plan and manage progress towards the goals of the vocational education and training system, it is important that relevant information is available to monitor performance. The Review of Implementation of Performance Measurement in Vocational Education and Training, discussed in the section on *Key National Initiatives in 1996*, was an important input into progressing the development of a set of Key Performance Measures for the vocational education and training system.

In February 1996 the Commonwealth and all State and Territory Training Authorities agreed to an interim set of 'Key Performance Measures' which were used to report on the performance of the vocational education and training system in 1995. The resulting report, *Benchmarking Vocational Education and Training 1995* (Volume 3 of the 1995 Annual National Report) was the first comprehensive report of its kind. The report provides statistical information on training activity, the cost of training, outputs and outcomes achieved from the System during 1995.

In order to develop a comprehensive and long-term set of Key Performance Measures, in September 1996, Ministers endorsed the establishment of an industry-led Performance Review Committee. The Committee, which reports to the ANTA Board, will work to achieve the following outcomes by the end of 1997:

- recommend a set of Key Performance Measures for the future and their uses;
- advise on the use of existing or future data used to develop Key Performance Measures or Benchmarking Reports, for example on the measurement of relative effort and relative efficiency; and
- oversee preparation of the 1996 Benchmarking Vocational Education and Training Report.

- For the first time during 1996, the Western Australian Department of Training undertook the preparation of a College Performance Indicator Report to provide a framework and an aid to performance management and achievement of best practice within the publicly-funded vocational education and training sector. The 'basket' of indicators has a strong emphasis on client satisfaction and other outcome measures and, in the future, is intended to provide a broader focus for performance-based decision making than the single actual vs planned College Profile measure introduced in 1993. It is envisaged that further experience will lead to a refinement of the 'basket' of indicators, the construction of specific measures and improvements in the quality of the source data.

- In Victoria, key performance indicators focusing on outputs and outcomes in terms of student destination and client satisfaction are incorporated in performance agreements with TAFE institutes. Performance reviews are undertaken with TAFE institutes and funded private providers to ensure that programs and other services are provided in accordance with the requirements of performance agreements. Monitoring focuses on qualitative outputs with the aim of achieving continuous improvement. A resource recovery strategy was implemented with future non-performance by TAFE Institutes of contractual arrangements with OTFE involving recovery action.

- A wide range of individual TAFE institute performance data covering issues such as funding or income sources, revenue and expenditure, staffing, capital utilisation and completion rates is collated and distributed among TAFE institutes to encourage self improvement by institutes. The range of performance data distributed was expanded in 1996.

- The Tasmanian Department of Vocational Education and Training (DVET) participated in a range of initiatives as part of the State's continued commitment to financial management reform. The Tasmanian budget was presented on the basis of output methodology, requiring DVET to link service provision to outputs. The agency's corporate plan was revised to reflect the close relationship between corporate objectives and the production of outputs. Accrual reporting was implemented by the agency for the 1996-97 financial year. This has provided a more commercial focus for reporting, enhancing the agencyis ability to accurately measure its financial performance and position. The implementation of accrual reporting has occurred in conjunction with initiatives to ensure effective asset management.

National Costing Studies

Achieving efficiency and maximising the use of resources can only be achieved if reliable information is available on the costs associated with the provision of training. In 1996, States and Territories continued to refine delivery cost relativity data for the occupational groups and levels of training classifications used in State Training Profiles. The revised data continues to be an input into work on benchmarking and Key Performance Measures at the national level. Knowledge of costs per student contact hour for courses has been growing rapidly in States and Territories.

The work during 1996 on Key Performance Measures has moved the system towards consistent and comparable data. Recently, this work has been a catalyst for collaborative research by States, Territories and the Commonwealth into some key elements of the cost of providing vocational training. More sensitive data on cost elements such as the ratio of student hours to teacher hours, teaching salaries and available teaching hours is being extracted by States and Territories. Understanding of those factors is essential for recognising differences in unit costs, to develop further cost weighting factors, and to investigate pricing issues (in the context of growth funds).

In response to a request from the Benchmarking Vocational Education and Training Working Group, the Unit Costs Working Group (UCWG) gathered preliminary cost element data for each State and Territory - the ratio of teaching to student hours, teaching salary, and available teaching hours. This data was forwarded by the Chair of the Benchmarking Vocational Education and Training Working Group to Chief Executive Officers in July.

The Inter-Governmental (Carlon) Committee on the Modern Australian Apprenticeship and Traineeship System (New Apprenticeships) asked the UCWG to develop initial advice on the issues in applying benchmark unit costs to training packages under New Apprenticeships. This advice was completed in August 1996.

Following a request from Ministers in September, ANTA developed Terms of Reference for the UCWG to resolve costing and pricing issues, to enable the implementation of user choice funding of off-the-job training of apprentices and trainees from 1 January 1998.

The UCWG works collaboratively on its references, and is keen to enhance and grow costing and pricing knowledge and expertise in vocational education and training.

Promotion of Vocational Education and Training

During 1996, ANTA undertook a range of activities geared at promoting the benefits of vocational education and training and the training opportunities currently available in Australia.

NATIONAL PROJECT

A major area of work was the 1996 Australian Training System Promotion National Project, within which there was a series of projects, outlined below.

Kit for Schools

In June, the Minister for Schools, Vocational Education and Training, Dr David Kemp, launched *Training for Tomorrow: A Vocational Education and Training Story for Schools* at Sandringham Secondary College in Melbourne. The kit was developed by ANTA to promote the benefits and value of vocational education and training to students, their families and career counsellors and to provide some practical advice and information on vocational training options.

The kit was produced in response to research ANTA had commissioned into the attitudes of Years 10, 11 and 12 students, and their parents and teachers towards vocational education and training. Around 70% of each group agreed that there was a need for more information to encourage young people to take the initiative in considering vocational education and training options. The kit was distributed to 2,500 high school students throughout Australia.

Other activity

Other areas within the Australian Training System Promotion National Project included:

- sponsorship, which involved the support of various conferences, seminars and publications;
- research into attitudes towards proposed changes to the Vocational Education and Training System and the Modern Australian Apprenticeship and Traineeship System;
- the promotion of the Australian Training Awards; and
- general promotion, which saw the production of four issues of ANTA's newsletter *Australian Training* and the placement of advertisements in numerous relevant publications.

EVENTS

National Conference

The second ANTA National Conference on vocational education and training was held in Adelaide in July, with the theme *Training Together*. It was attended by more than 700 delegates including training providers, business, government, industry and union representatives.

Key focuses included:

- TAFE and private training providers;
- individual businesses and industry organisations; and
- students and individual client groups.

The objectives of the Conference were two-fold:

- to provide participants with the opportunity to have an input into current key issues in vocational education and training, as well as developing the next National Strategy for Vocational Education and Training; and
- to provide a forum for the showcasing of best practice case studies from a range of individual enterprise, education and training provider backgrounds.

Australian Training Awards

The Australian Training Awards were first held in 1994 to recognise and reward excellence in Australia's vocational education and training system. The 1996 Awards ceremony was attended by more than 850 guests at the Brisbane Convention Centre.

Winners of the four students awards were:

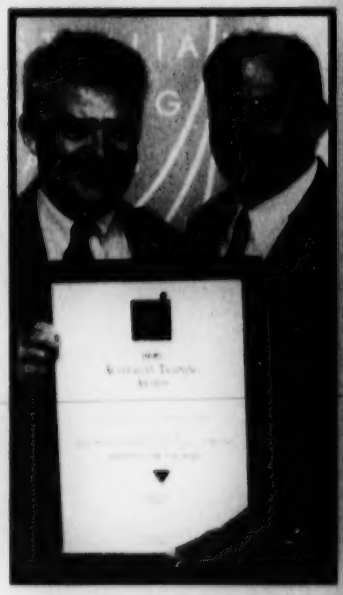
- Apprentice of the Year: Ella Wright, 22, a heavy machinery mechanical tradesperson from Hobart;
- Aboriginal and Torres Strait Islander Student of the Year: Michelle Simms, 22, a dental technician from Perth;
- Vocational Education Student of the Year: Guy Doyle, 32, a drawing office manager from Hobart; and
- Trainee of the Year: Ciaran McAssey, 20, a TAFE finance officer from Adelaide.

Other award winners were:

- Small Business of the Year: Raffellini Restaurant, of Liverpool, NSW;
- Employer of the Year: The Uncle Tobys Company;
- The Australian Training Award: Barclay Mowlem Construction Limited, of Homebush, NSW;
- Training Provider of the Year Award: South Western Sydney Institute of TAFE; and
- the ANTA Board Award to Tom Quinn, of BACAS in Bundaberg.

The Australian Training Awards were the culmination of extensive State and Territory awards programs, which were concluded in the months leading up to the national Awards.

Ansett Australia was the principal sponsor of the Australian Training Awards in 1996, with The Queen's Trust for Young Australians and DEETYA being the other major sponsors. In addition, the Microsoft company provided a computer software prize to the Small Business of the Year and all States and Territories contributed financially to the Awards.



David Syme & Co. Limited - The Age, finalists for 1996 Employer of the Year.

BEST COPY AVAILABLE

National Programs stimulate change within the national vocational education and training system, create links with a wide range of the system's clients and implement the objectives of the national training framework by clients of vocational education and training. In particular, National Programs have targeted industry and its participation in the development and provision of competency-based training which meets its needs, and which is consistent with nationally agreed objectives for vocational education and training.

As from 1 July 1996 changes were made to National Programs to ensure they reflect emerging program priorities and arrangements such as the development of Training Packages in line with MAATS (New Apprenticeships) initiatives. The changes also involve the implementation of a recommendation contained in the Report on the Review of the ANTA Agreement for a rationalisation of programs.

National Programs funds are provided under Section 11 of the ANTA Act on a financial year basis and comprise the following elements:

Training Packages

Under this program, industry is funded to develop Training Packages comprising integrated competency standards linked to the Australian Qualifications Framework, assessment guidelines, learning strategies and materials and professional development guidelines. Funding of Training Packages commenced late in 1996 when the first approval of 19 projects was granted.

Industry Training Advisory Arrangements

Under this program, funding assistance is provided to organisations recognised and supported by industry to undertake agreed roles and functions, and to achieve specific outcomes targeted towards the implementation of vocational education and training within that industry. The agreed roles of the organisations include providing advice to government, developing and maintaining training packages and marketing the benefits of adopting recognised training to industry.

During 1996, a review of the national industry training advisory bodies (ITABs) was undertaken to ensure its relevance and acceptance by individual industries.

Group Schemes

Group training schemes employ apprentices and trainees, manage their employment with a range of host employers, and arrange structured training with these employers and training providers. They operate on both an industry and a regional basis.

In June 1996 there were 100 schemes operating under Joint Policy arrangements, employing approximately 20,000 apprentices and trainees.

National Transition Program

This is the second of a two year program to convert apprenticeships and traineeships programs to a competency-based format. The Authority has entered into agreements with the States and Territories to manage the work involved. Some of the converted competency-based training programs have been used as a basis for the development of Training Packages.

Equity Development and Training Innovation

This is a new program which brings together the industry based Innovative Approaches, Equity Initiatives, Adult and Community Education and Australian Association of Adult Education. The components of this program are being reviewed in order to enhance the Authority's approach to equity and take into account emerging issues.

- Adult and Community Education and Australian Association of Adult Education. This component supports and maintains positive relations with the Adult and Community Education sector through funding support for research and development, the review of national ACE policy and for the Adult Learners Week. A Grant in Aid is provided to the Australian Association of Adult and Community Education.
- Gender Equity in Training.
  The objective of this component is to encourage women's participation in and access to apprenticeships and traineeships. The specific programs include Tradeswomen on the Move, Preparatory Courses for Women, Expanding Girls' Options and Women's Support Officers.
- Training Development and Innovation.
  Under this component catalytic funding is provided to industry to bring about new and more effective approaches to training and delivery of training. Priority has been given to those projects which encourage training reform and relate to current vocational education and training objectives.

Australian Student Traineeship Foundation

The Australian Student Traineeship Foundation's (ASTF's) objective is to promote a broadening of senior school education to include vocational pathways with workplace learning and the acquisition of vocational competencies by students while they are at school.

In achieving this objective, the ASTF has funded:

- the development of regional management modules based on "good practice" guides;
- a comprehensive range of resource materials and methodologies for school industry programs; and
- the development, enhancement and expansion of activities for school industry programs.

Workplace Co-ordinators in Schools

This program is a 1996-97 budget initiative through which funding is provided to the ASTF to support workplace co-ordinators to enable schools to provide workplace -based training opportunities which link to industry and community needs.

Skills Centres

This program assists industry with the delivery of training by contributing to capital costs associated with the establishment of industry and enterprise-based skills centres.

This program is being phased out from 1 July 1996. Future proposals will be funded through the Capital Infrastructure Program within the VET Funding Act.

Workskills Australia

Funding is provided to support Australia's participation in the International Skill Olympics which are held every two years.

National Projects are funded though the Vocational Education and Training Act on a calendar year basis. National Projects are focused on the development of a national identity and priorities for vocational education and training identified and agreed by the ANTA Ministerial Council. Many of these initiatives have been identified as key initiatives and achievements in areas of greater responsiveness, enhanced quality, improved accessibility and efficiency which are discussed in earlier sections of this report.

Specifically, projects funded in 1996 and their allocations are as follows:

PROJECT	ALLOCATION
National Vocational Education and Training System Development	
Information System Development	$5.3 million
User Choice	$7 million
Provider Development	
Best practice in VET Recognition Scheme	$5 million
Staff Development	$3.2 million
Research and Evaluation	
ABS Surveys	$0.7 million
Adult Literacy and Numeracy	$2.1 million
Research and Evaluation	$2.75 million
Communication - Training Market Support	
Australian Training Market Communication	$1.3 million
National Vocational Education and Training System Development	
Equity Measures	$2.5 million
National Curriculum Development	$3.15 million
Training Package Development	$1 million
Training Market Development	
International Activity	$0.35 million
VET in Schools	$0.15 million
National Response from the VET Sector to Commonwealth Policy Statements	
National Response from the VET Sector to Commonwealth Policy Statements	$2.8 million
Minor Projects agreed by MINCO	$0.5 million

The activities funded through National Projects are managed by ANTA, the Commonwealth or the States and Territories. The managing agent for each project is, in the majority of cases, assisted by a Steering Committee or Working Group comprising representatives from the States, Territories and the Commonwealth.

INTERSTATE CO-OPERATIVE PROJECTS

The aim of the Interstate Co-operative program is to further advance a national identity for the vocational education and training system through the development of co-operative links between State and Territory systems in the delivery of additional student places.

Interstate Co-operative Projects were developed by the States and Territories and forwarded to ANTA for approval. The funds for these projects, totalling $10 million in 1996, were dispersed to the States and Territories as the managing agents. In 1996, there was an increased emphasis on proposals that focussed on:

- flexible delivery arrangements;
- remote area delivery, particularly in Aboriginal education;
- partnership with industry which includes small business;
- operator level training;
- linkages to, and endorsement of, aspects of the National Strategy; and
- delivery of accredited training at the workplace.

In 1996 the Interstate Co-operative Program supported a total of 34 projects. These projects resulted in the delivery of approximately 1,340,000 student contact hours of training.

The outcomes of these projects included:

- delivery to isolated and disadvantaged communities using computer-mediated learning which allows students to access courses in their own homes or at community access points;
- self-paced training in the workplace, partly through mentor support, including support for those with English language, literacy and numeracy needs;
- introductory modules to enhance general literacy and numeracy skills;
- flexible workplace-based arrangements; and
- greater involvement of industry in decision making processes for vocational education and training.

A review of 1995 Interstate Co-operative projects was undertaken in 1996. The review found that the program has had considerable success in advancing a national identity for the vocational education and training system. In particular, the co-operation that was created through the removal of structural barriers assisted in the development of working relations and negotiation at the local level. The provision of project-based funding enabled the piloting of new approaches to interstate co-operation which is directly related to the effective delivery of training.

From 1997, that there will be no separate allocation for Interstate Co-operative Projects, with decisions regarding on-going funding for future projects to be made within the State and Territories own planning and priority setting processes.

Final year jewellery students being instructed on the finer points of jewellery creation.

1996 Interstate Co-operative Projects

STATE	PROJECT	COST $	STUDENT CONTACT HOURS
NSW	Cross Border Project (NSW/QLD) - Gold Coast/Tweed Heads	$797,500	138,960
	Wide Area Learning Network (joint NSW/Qld project)	$343,254	57,100
	Open Learning in Agriculture	$50,000	18,500
	Aboriginal Rural Training	$50,000	9,600
	Flexible Delivery in Local Government	$209,000	21,600
	National Fishing Industry Remote and Flexible Delivery	$920,410	92,400
	Practice Firms Development in NSW TAFE	$256,075	48,600
	Optical Dispensing Advanced Certificate through Open Learning	$142,600	29,520
	Flexible Delivery of Pastoral Training	$120,000	8,400
	Wine Industry Training Project	$193,900	14,400
	Networked Private Provider Practice Firms	$149,820	22,755
VIC	Food Industry Training	$689,600	80,000
	Operator Level Training in the Chemical and Oil Industry	$67,310	5,760
	Rural Business Management - Dry Land Farming	$141,750	14,400
	Training & Development Pathways For Operators Employed By Smorgon Arc	$771,993	96,000
	Flexible Delivery For Herbs, Medicinal Plants & Essential Oil Crops	$80,200	12,000
	Delivery & Development Network In Environmental Management Studies	$203,580	17,850
	Small Business Training	$125,000	12,000
	Certificate In Aboriginal Community Education	$122,440	6,360
QLD	Cross Border Project (QLD/NSW) - Gold Coast/Tweed Heads	$455,500	118,000
	Wide Area Learning Network (joint Qld/ NSW project)	$343,254	114,200
	Training for Indigenous People in Small Business	$318,000	24,000
	Cross Border (Sugar) Industry Training	$360,800	50,000
WA	Central Desert Essential Services	$774,660	37,065
SA	National Certificate in Food Processing	$536,000	67,200
	Wali Palyantjaku (Building Houses)	$184,720	20,250
TAS	Food Processing Flexible Delivery Project Stage 3	$95,000	10,500
	National Firefighting Courses: Flexible Delivery for Firefighters	$100,000	24,000
	Flexible Delivery of Training with the Child Care Industry	$94,700	7,000
	Building Surveying Courses: Flexible Delivery	$100,000	20,000
	Food Processing (Confectionery)	$81,600	5,600
ACT	Practice Firms	$418,100	19,440
	Flexible Delivery via the Internet using PATT system	$200,000	40,000
NT	Delivery of VET to Remote Aboriginal Communities through Open Learning	$258,000	20,000
	Conservation and Tourism Training	$166,954	45,000
	Open Learning in Horticulture Skills	$78,280	12,600
	Total	**$10,000,000**	**1,341,060**

The Annual National Report financial tables have been compiled from financial data for the 1996 calendar year. The data was collected by the National Centre for Vocational Education Research (NCVER) Ltd in accordance with the framework for national financial reporting which is defined in the draft Resources Module component of the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS).

The 1996 data was collected from transactions processed by State and Territory training organisations, public providers and the Australian National Training Authority. The only additions to this data may be for the Adult and Community Education sector in some States and Territories and for expenses and services paid for by another department or central agency on behalf of the State training organisation.

The financial data, which is prepared on a cash accounting basis, has been consolidated by State and Territory training organisations and covers all courses, commercial operations, regulatory and administrative functions and capital transactions.

General Notes

1. The financial data in the following tables are collected by NCVER from "Statement of Cash Flows" returns provided by States and Territories and ANTA.
2. Data on non-cash operating, financing and investing activities shown as a note in the Statement of Cash Flows have been included in the Revenue, Expenditure and Activity tables.
3. The accounting policies applied to the collection of the data are as set out in the National Financial Reporting Framework.
4. The information contained in the tables represents unaudited information.
5. Revenue and expenditure figures that are recorded under the "National" heading cover specific VET activities for which ANTA has responsibility.
6. Commonwealth sourced revenues and expenditures do not include amounts which have not been paid through ANTA or directly to State Training Agencies or public providers. These would include Commonwealth Labour Market payments to private and other non-public providers.
7. Investments for Victoria, Tasmania and the Australian Capital Territory have been reported as the net movement for the year and not gross turnover amounts.

Total VET Revenue and Expenditure by Type 1996 ($'000) - REVENUE

State Territory	RECURRENT								
	Operating financing and investing receipts								
	Fee for Service	Ancillary Trading	Student Fees and Charges	Donations and Contributions	Sales of Property Plant and Equipment Loans and Advances returned	Loans Raised	Investments	Other	ANTA & other Commonwealth General Purpose (1)
NSW	90,571	31,662	34,751	0	737	0	185	8,657	196,414
Vic	143,515	38,016	37,032	1,191	7,021	2,144	0	34,113	140,554
Qld	34,496	12,572	22,003	100	0	0	0	11,981	97,127
SA	27,067	3,647	30,739	148	714	0	0	1,808	47,274
WA	32,737	11,522	14,578	689	661	0	1,313	7,609	53,552
Tas	5,289	2,920	4,539	29	185	0	0	3,148	16,904
NT	2,022	375	1,056	6	3	0	0	906	6,643
ACT	10,851	960	4,166	0	0	16	1,368	2,816	11,689
National	0	0	0	0	0	0	0	0	51,807
TOTAL	346,548	101,674	148,864	2,163	9,321	2,160	2,866	71,038	621,964

Notes:

(1) Comprises total Commonwealth general purpose recurrent funding for National Projects and Interstate Co-operative Projects.

(2) Represents the balance of Commonwealth funding for National Programs not included within State and Territory figures and ANTA's operating costs.

Total VET Revenue and Expenditure by Type 1996 ($'000) - EXPENDITURE

State Territory	RECURRENT								
	Employee Expenses					Other Operating Financing			
	Salaries Wages Overtime and Allowances	Superannuation	Payroll Tax	Other Salary and Wage Related Costs	Total Employee Costs	Supplies and Services	Payments to Non-TAFE Providers for VET Delivery	Grants and Subsidies	Interest and Other Finance Costs
NSW	764,782	85,953	52,197	21,185	924,117	292,242	41,356	55,276	545
Vic	493,887	37,885	30,795	8,621	571,188	199,179	25,189	32,975	7,601
Qld	291,434	30,952	14,599	5,777	342,762	107,259	22,333	14,188	100
SA	143,824	18,106	8,143	2,040	172,113	64,581	8,205	7,720	111
WA	189,267	13,144	1,056	3,506	206,973	85,218	7,204	15,532	1,665
Tas	47,072	4,891	1,857	250	54,070	27,590	1,077	2,425	0
NT	32,727	3,625	2,232	2,314	40,898	12,392	3,744	4,902	0
ACT	49,719	7,553	0	1,025	58,297	18,696	2,012	1,544	47
National	7,500	1,005	0	240	8,745	4,785	0	88,612 (3)	0
TOTAL	2,020,212	203,114	110,879	44,958	2,379,163	811,942	111,120	223,174	10,069

Note:

(3) Comprises total expenditure on National Projects and Interstate Co-operative Projects and expenditure on National Programs not included within State and Territory figures.

	Receipts from Government					CAPITAL			
	State Recurrent	ANTA Funds & Commonwealth Specific Purpose Programs	Other Commonwealth Specific Purpose Programs	Other Contributions, Transfers from Other Budget Sectors	Total Current	ANTA Funds & Commonwealth Capital	State Capital	Total Capital	TOTAL REVENUE
	801,885	**9,043**	**40,194**	**104,663**	**1,318,762**	**78,731**	**70,455**	**149,186**	**1,467,948**
	408,047	8,796	42,092	2,300	864,821	55,794	31,972	87,766	952,587
	291,344	7,946	17,297	0	494,866	37,422	19,959	57,381	552,247
	132,809	5,338	5,725	0	255,269	20,956	3,162	24,118	279,387
	180,788	4,181	18,837	11,450	337,917	21,398	9,176	30,574	368,491
	47,028	2,354	2,236	715	85,347	5,958	3,528	9,486	94,833
	37,751	1,321	5,225	3,581	58,889	3,962	432	4,394	63,283
	42,202	1,637	738	5,966	82,409	3,576	4,506	8,082	90,491
(1)	0	0	57,616 (2)	0	109,423	0	0	0	109,423
	1,941,854	40,616	189,960	128,675	3,607,703	227,797	143,190	370,987	3,978,690

	and Investing Expenses				CAPITAL					
	Repayment of Loans and Finance Lease Payments	Loans and Advances Made	Investments	Total Recurrent	Major Building	Minor Works	Site Acquisition	Plant and Equipment	Total Capital	TOTAL EXPENDITURE
	270	**0**	**0**	**1,313,806**	**61,845**	**23,556**	**5,798**	**33,507**	**124,706**	**1,438,512**
	1,205	0	6,091	843,428	97,384	591	6,259	8,165	112,399	955,827
	1,147	0	0	487,789	33,767	3,677	1,733	18,204	57,381	545,170
	0	0	0	252,730	17,375	4,004	22	1,713	23,114	275,844
	397	0	4,425	321,414	23,246	3,032	194	15,183	41,655	363,069
	0	0	795	85,957	5,858	899	987	2,016	9,760	95,717
	0	0	0	61,936	2,883	294	0	793	3,970	65,906
	81	1,500	0	82,177	3,708	2,632	0	2,206	8,546	90,723
	0	0	0	102,142	0	0	0	0	0	102,142
	3,100	1,500	11,311	3,551,379	246,066	38,685	14,993	81,787	381,531	3,932,910

Total VET Revenue and Expenditure by Type 1996 ($'000)

STATES AND TERRITORIES RECURRENT EXPENDITURES BY ACTIVITIES

State/Territory	Direct Delivery	Delivery Support Services	Student Services	Administration and General Services	Property, Plant and Equipment Services	Other Services	Total
NSW	**828,665**	**99,607**	**39,697**	**252,172**	**79,204**	**14,191**	**1,313,536**
Vic	441,532	65,877	21,537	131,857	129,188	46,141	836,132
Qld	251,771	47,922	8,315	134,133	40,100	4,401	486,642
SA	138,759	26,983	6,968	60,050	19,970	0	252,730
WA	152,843	30,700	17,684	92,220	10,091	13,054	316,592
Tas	45,149	7,178	7,677	19,110	4,805	1,243	85,162
NT	31,037	6,540	4,660	14,923	3,823	953	61,936
ACT	42,868	14,538	3,407	13,923	5,860	0	80,596
TOTAL	1,932,624	299,345	109,945	718,388	293,041	79,983	3,433,326 (4)

Note:

(4) Activity amounts are recurrent expenditures for employee expenses, supplies and services payments, payments to non-TAFE providers for VET delivery, grants and subsidies and interest and other finance costs paid only. Expenditures for loans and advances and investments are not included.

Summary Tables 1996 ($'000)

REVENUE

State/Territory	RECURRENT		CAPITAL	TOTAL REVENUE
	Operating Receipts	Receipts from Government		
NSW	166,563	1,152,199	149,186	1,467,948
VIC	263,032	601,789	87,766	952,587
QLD	81,152	413,714	57,381	552,247
SA	64,123	191,146	24,118	279,387
WA	69,109	268,808	30,574	368,491
TAS	16,110	69,237	9,486	94,833
NT	4,368	54,521	4,394	63,283
ACT	20,177	62,232	8,082	90,491
NATIONAL	0	109,423	0	109,423
TOTAL	684,634	2,923,069	370,987	3,978,690

EXPENDITURE

State/Territory	RECURRENT	CAPITAL	TOTAL EXPENDITURE
NSW	1,313,806	124,706	1,438,512
VIC	843,428	112,399	955,827
QLD	487,789	57,381	545,170
SA	252,730	23,114	275,844
WA	321,414	41,655	363,069
TAS	85,957	9,760	95,717
NT	61,936	3,970	65,906
ACT	82,177	8,546	90,723
NATIONAL	102,142	0	102,142
TOTAL	3,551,379	381,531	3,932,910

NEW SOUTH WALES

- Sir Nicholas Shehadie (Chair until October 1996)
  Chairman
  SBS Television
- Mr Bert Evans (Chair from November 1996)
- Ms Linda Burney
  President
  NSW Aboriginal Education Consultative Group
- Mr Kevin Power
  Executive Director
  ACTU - Lend Lease Foundation
- Mr Brian Jones (until March 1996)
  Manager, Training and Development
  Email Ltd
- Ms Julia Fellows (until June 1996)
- Mrs Barbara Glen-Feltis (until October 1996)
  Proprietor
  Power Business College
- Mr Paolo Totaro (from July 1996)
- Ms Ursula Stephens (from November 1996)
  Argyle Consultancy Group
- Ms Jane Diplock (ex-officio)
  Director-General
  NSW Department of Training and Education Co-ordination
  Managing Director, NSW TAFE Commission
- Dr Jim McMorrow (ex-officio from July 1996)
  Assistant Director-General, Policy and Executive Services
  NSW Department of Training and Education Co-ordination

VICTORIA

- Mr Warwick Bisley (Chair until 31 December 1996)
  Managing Director
  Kemcor Australia, Pty Ltd
- Mr David Edwards
  Chief Executive Officer
  Victorian Employers Chamber of Commerce and Industry
- Mr Garry Campbell
  Director, Retail Technology Services
  Coles Myer Ltd
- Mr Ralph Clarke
  President of Council
  Wodonga Institute of TAFE
- Ms Julie Owen (until 2 December 1996)
  Director, Corporate Relations
  McDonald's Australia Ltd
- Mr Robert Smith
  State Secretary
  The Australian Workers Union

QUEENSLAND

- Mr Bill Siganto (Chair)
  Chairman
  Siganto and Stacey Pty Ltd
- Mr Harry Hauenschild AO (Deputy Chair)
  Commissioner for Training

- Mr John Heussler, AM
  Managing Director
  Denton Holdings
- Ms Eleanor Davidson
  General Manager
  Carlton Crest Hotel
- Ms Gay Hawksworth
  Secretary
  Queensland Nurses Union
- Ms Denese Davis
  Management Consultant
- Professor Linda Rosenman
  Executive Dean, Social and Behavioural Sciences
  University of Queensland
- Mr Frank Peach
  Director-General
  Department of Education
- Mr Paul Rowland
  Area Manager, Area Central Queensland
  Department of Employment, Education, Training and Youth Affairs
- Mr Col Thatcher
  Director-General
  Department of Training and Industrial Relations
- Mr Bernie Carlon (ex officio)
  Executive Director
  Division of Training Queensland

WESTERN AUSTRALIA

- Mr Harry W. Sorensen (Chair)
- Mr Harvey McLeod
- Mr Peter Eggleston
- Mr Robert Meecham
- Ms Diana Mitchell
- Mr Lyndon Rowe
- Mrs Shirley Thorn
- Mr Russel Williams

SOUTH AUSTRALIA

- Mr Peter Romanowski (Chair until 20 September 1996)
- Ms Deborah Thiele (Deputy Chair from 5 March 1996,
  Chair from 5 December 1996)
- Ms Robyn Buckler
- Professor Ian Chubb
- Ms Dagmar Egen
- Ms Di Ewens
- Professor Harry Green
- Mr John Lesses
- Mr Paul Rosser
- Professor Judith Sloan
- Mr Peter Smith
- Mr Brian Stanford (ex officio)

TASMANIA

- Mr Andrew Koo (Chair until September 1996)
  Mercury Walsh Pty Ltd
- Mr Peter Griffin (Chair from September 1996)
  Dairy Farmer, Moltema
- Mr Richard Scallan (until July 1996)
  General Manager
  Renison Mines
- Mr Hamish Bohannan (from July 1996)
  Resident Mine Manager
  Copper Mines of Tasmania, Queenstown
- Ms Gabrielle Bomhof (from September 1996)
  Manager, Staff Development
  Trust Bank
- Mr Michael Buck
  Director
  ARC Recruitment
- Mr Allan Kenny
  Secretary
  Communications, Electrical, Electronic, Energy, Information, Postal, Plumbing and Allied Services Union of Australia - Electrical Division, Tasmania
- Ms Charmion Leyton-Grant
  General Manager
  Finlays
- Mr Darcy McGaurr
  Secretary
  Department of Vocational Education and Training
- Ms Pauline Shelley
  Secretary
  Australian Liquor, Hospitality and Miscellaneous Workers' Union
- Dr Judith Walker
  Senior Lecturer, Division of Community and Rural Health
  University of Tasmania

AUSTRALIAN CAPITAL TERRITORY

- Mr Laurie O'Donnell AC (Chair)
- Mr Jeremy Pyner
  Employee Representative, ACT Trades and Labour Council
- Ms Fiona MacGregor
  Employee Representative, Australian Education Union
- Mr Robert Mansfield
  Employer Representative, Private Sector
- Mr Paul Rayner
  Employer Representative, Public Sector
- Mr John Gleeson
  Private Training Provider
- Mr Bruce Duke
  Community Representative
- Mr Ray Hutt
  Joint Industry Training Council
- Ms Pam Cahir
  Parents and Citizens' Association

- Ms Vickie Busteed
  Executive Director, ACT Department of Education and Training
- The late Mr Norm Fisher, AM (ex officio)
  Chief Executive, Canberra Institute of Technology
- Ms Martha Kinsman (ex officio)
  Director, Canberra Institute of Technology

NORTHERN TERRITORY

- Mr Andrew Bruyn (Chair)
  General Manager
  Territory Television, Darwin
- Mr Doug Phillips (Deputy Chair)
  Co-Convenor, Planning Advisory Council
  Manager, Mitsubishi, Darwin
- Mr Peter Brown
  Co-Convenor, Planning Advisory Council
  Owner/Operator of Peter Brown Auto Electrics
- Mr Mark Crossin
  Convenor, Accreditation and Registration Advisory Council
  Secretary, Australian Education Union, Darwin
- Ms Mae Govan
  Convenor, Aboriginal Programs Employment and Training Advisory Council
  Self-employed, Pastoral Industry, Katherine
- Ms Sharyn Innes
  Convenor, Women's Reference Group
  Manager, Katherine Regional Tourist Association Inc
- Mr Mike Heap
  General Manager
  Beaufort Hotel, Darwin
- Ms Carole Frost
  Manager
  NT Chamber of Commerce and Industry Inc
- Mr Allan McGill
  Town Clerk of Alice Springs
- Ms Liz Tchacos
  Area Manager
  DEETYA, Darwin
- Dr Harry Payne
  Assistant Secretary, Curriculum and Assessment Division
  NT Department of Education, and
  Chairman of the NT Board of Studies
- Mr Ross Hampton
  Manager
  Aboriginal Hostels Ltd, Alice Springs

APPENDIX B National Training Framework Committee Members 1996

- Mr Mark Paterson (Chair)
  Chief Executive
  Australian Chamber of Commerce and Industry
- Mr Doug Wright
  NSW Director
  Metal Traders Industry Association of Australia
- Mr Peter Dwyer
  Group Employee Relations Manager
  Amcor Fibre Packaging
- Mr Peter Griffin
  Chair, Tasmanian State Training Authority Board
  Small Business Operator
- Ms Susan Halliday
  Assistant Director
  Business Council of Australia
- Mr Julius Roe
  Industrial Officer
  Australian Manufacturer's Worker's Union
- Ms Patricia Neden
  General Manager
  Client Relations Managing Division
  Office of Training and Further Education
- Mr Malcolm Goff
  Executive Director
  Quality and Review Division
  WA Department of Training
- Mr Rod Manns
  Acting Assistant Secretary
  Vocational Education and Training Reform Branch
  VET Division
  Department of Employment, Education, Training and Youth Affairs

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